Montana Public Library Trustee Handbook

"Public libraries bring people together and give them equal access to the world."
– Steve Owens, Trustee, Kohrs Memorial Library, Deer Lodge

MONTANA State Library

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Dear Library Trustee:

Thank you for serving on the Board of your public library. We appreciate your commitment to help us better serve all Montanans regarding their information needs. As a trustee, your role is to ensure that your library meets the information needs of your community. That's a challenging job these days.

While readers of all ages still relish the hours spent with a good book, there's no doubt that technology has revolutionized how people access and use information. Today's students are just as likely to do their research online as they are to page through reference books. Toddlers learn the alphabet via computer games, while senior citizens are the fastest growing category of new users of the Internet.

As people's information needs change, so do their expectations of their public libraries. As a result, the demand for services keeps growing. At the same time, costs continue to rise and resources remain limited.

So, yes, being a trustee is challenging, but it is a challenge that your community believes you can – and will – meet.

This handbook can help. If you are new to the position, the handbook can serve as your starting point for learning about your new responsibilities. For those who have served as trustees for some time, it is a source book for refreshing your knowledge and honing your skills.

We hope you will make full use of your trustee handbook as well as the rest of the support we provide. By working together, we can continue to improve library services for all Montanans.

Again, thank you for your time and efforts.

Sincerely,

Darlene M. Staffeldt

Darlene Staffeldt
Montana State Librarian

An Equal Opportunity Employer

Table of Contents

Introduction

Acknowledgements ..... *vi*

Trustees and the Board

Chapter 1. Getting Started

Trustee Orientation 1-2
- Library tour 1-2
- Materials 1-2
- Orientation Meeting 1-3

Continued Learning 1-4
Library Board Education Program 1-4
Montana Library Event Calendar 1-4
What Did You Learn? 1-5

Chapter 2. The Job of a Trustee

What Does a Trustee Do? 2-1
Golden Rules for Board Members 2-2
The Job Description 2-3

Chapter 3. The Job of the Board

Board Meetings 3-1
Typical Board Meeting Agenda 3-2
Chairing the Board 3-3
Public Participation 3-4
Sample Public Participation Policy 3-5
Board Bylaws 3-6
Comparing the Roles of the Library Board and the Library Director 3-7
Evaluating the Board 3-8

Laws and Ethics

Chapter 4. Complying with the Law

Montana Laws 4-1
- Free Public Libraries 4-1
- District Libraries 4-3
- Multijurisdictional Service Districts 4-3
- Library Records Confidentiality Act 4-3
- Library Federations 4-4
- The Big Bill, H.B. 124 4-4
- Open Meetings 4-4
- Code of Ethics 4-5

Montana State Library Commission 4-5
Montana State Library 4-6
Public Library Standards 4-6
Other State Laws and Local Ordinances 4-6
Federal Laws 4-6
Americans with Disabilities Act 4-6
Employment Laws 4-7
Library Services and Technology Act 4-7
Telecommunications Act of 1996 (E-Rate) 4-7
Children's Internet Protection Act 4-8
Neighborhood Children's Internet Protection Act 4-8
USA Patriot Act 4-9
Board Liability 4-10

Chapter 5. Protecting the Public's Freedom to Read
Collection Management Policy 5-1
Handling Complaints 5-2
Children's Rights 5-3
Confidentiality of Library Records 5-3
Sample – Request for Reconsideration of Library Resources 5-4
Library Bill of Rights 5-5
Freedom to Read 5-6

Chapter. 6 Ethical Considerations for Trustees
Ethics Statement for Public Library Trustees 6-3
Guidelines for Preserving Public Trust 6-4

Personnel
Chapter 7. Hiring the Director
The Wrong Question 7-6
Montana Library Certification Program 7-9

Chapter 8. Working with the Director
Motivation 8-2
Salary and Benefits 8-2
Continuing Education 8-3
Common Missteps 8-4

Chapter 9. Working with the Library Staff
A Team Effort 9-2

Chapter 10. Evaluating the Director
The Basis for the Review 10-2
Review Criteria 10-3
Sample Evaluation Forms 10-7

Finances
Chapter 11. Funding the Library
Local Funding Sources 11-1
Suggested Mill Levy Timeline 11-2
State Funding Sources 11-3
Information Access Montana Act 11-3
Coal Severance Tax 11-4
Federal Funding Sources 11-4
Library Services and Technology Act 11-4
Telecommunications Discount Program (E-Rate) 11-5
Money Matters *11-5*
Other Funding Sources 11-6

Chapter 12. Building the Budget
Sample Budget Planning Calendar 12-2

Chapter 13. Following the Money 13-1

Policies and Planning
Chapter 14. Setting Policy
Making Policy 14-2
A Policy List for Public Libraries 14-4

Chapter 15. Planning for the Future
The Long-range Planning Process 15-2
1. Where do we want to go as a community? 15-2
2. Where are we now? 15-2
3. What are the community's needs and how can the library help meet them? 15-3
4. The library's written long-range plan 15-3
5. Measuring success 15-3
Addiitonal Planning 15-3
Planning for Facilities 15-4
Planning for Technology 15-4
Goals or Objectives *15-4*
Planning for Public Relations 15-5
Planning for Disaster 15-5
Library Evaluation Primer *15-6*

Community Relations

Chapter 16. Marketing the Library

Planning 16-1
Publicity 16-2
How to Talk about the Library *16-2*
Public Relations 16-3
How to Write a Press Release *16-4*
Sample Press Release *16-5*
What's Your Story? 16-6
Media Relations 16-6
Politics 16-7
Strategic Marketing Checklist *16-8*

Chapter 17. Community Partners

Friends of the Library 17-1
Library Foundations 17-2

Resources

Chapter 18. Libraries and Library Organizations

Montana State Library Commission 18-2
Montana State Librarian 18-2
Library Development Division (LDD) 18-2
MSLOrganizational Chart 18-3
Montana Talking Book Library (TBL) 18-4
Montana Digital Library (MDsL) 18-4
Montana Library Federations 18-5
Montana Library Association 18-6
Mountain Plains Library Association 18-6
Montana Federations of Libraries Map 18-7
Pacific Northwest Library Association 18-8
American Library Association 18-8
Institute of Museum and Library Services 18-8

Appendices

Appendix A: Glossary
Appendix B. Public Library Standards
Appendix C: Calendar of Annual Events and Deadlines
Appendix D. Freedom to Read Statement

Index

Introduction

The State of Montana started supporting library services in 1929, when the State Library Extension Commission was created by an act of the Legislative Assembly. The Commission's job was to develop libraries in Montana, but it wasn't until 1945 that the Legislature appropriated money to finance its work. Today, Montana is home to more than one hundred public libraries, providing a range of information services to citizens free of charge.

Libraries are at the heart of sustainable communities because of the hard work and commitment of people like you. Over the years, public library trustees have put in long hours to promote public library services. In turn, they have had the satisfaction of seeing their libraries grow and their communities benefit from enhanced lifelong learning and a free exchange of ideas.

The *Montana Public Library Trustee Handbook* will help you continue that vital work.

In addition to describing your roles and responsibilities as a trustee, the handbook provides sample documents, checklists and other resources you can turn to when you need information about specific topics. It also provides valuable information for your director. Because trustees and the director must work together to provide quality information services to the community, cooperation and teamwork are emphasized throughout.

Your trustee handbook is a tool. Keep it on hand for easy reference.

Treat the handbook as a tool. For example, you will want to have your handbook available for reference at each Board meeting. And when you retire from the Board, you can pass your handbook on to the next trustee.

The loose-leaf format makes it easy to update the handbook, replacing pages as new information becomes available. You can also insert related materials such as your Board's bylaws, policies, meeting minutes and latest planning document to create a comprehensive reference resource. Use the topic dividers, glossary, index and references throughout the text to help locate specific information quickly when you need it.

The *Montana Public Library Trustee Handbook* is a reference you will return to again and again. But please remember that it is not a substitute for working closely with your community, professional library organizations, other libraries and the Montana State Library. Making use of all of these

resources will help you better understand and meet your community' s needs for information services.

Acknowledgements

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Steve Gannon, Former Trustee, Choteau County Library
Eleanor Gray, Former Trustee, Miles City Public Library
Elizabeth Kearney, Former Director, West Yellowstone Public Library
Gloria Langstaff, Director, Bitterroot Public Library, Hamilton
Sheila Lee, Director, Sheridan County Library, Plentywood
Steve Owens, Trustee, William K. Kohrs Memorial Library, Deer Lodge

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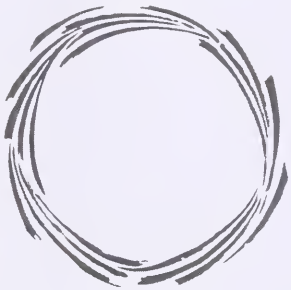

Trustees and the Board

"Many people don't know what their public library offers them. We've had parents in some of our children's programs who didn't know library services are free. It meant as much to them as it did to their children to get their first library cards. As trustees, we need to convey that excitement."

— Joan Bishop, Trustee, Lewis and Clark County Library

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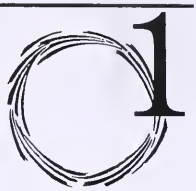


Trustees and the Board

Getting Started

As a library Board member, you have two primary responsibilities: to govern the library, and to help keep the Board functioning at optimum level. Both are equally important.

To govern the library, you must plan and monitor finances and services, as well as guide and evaluate the library's progress. Accomplishing these tasks requires knowledgeable Board members who understand and value the concept of teamwork.

As you gain experience on the Board, you will continue to learn facts, statistics, history, procedures and more. But first things first:

- ✔ **Get to know the other people who serve on the Board with you—not just their names, but who they are.** What are their interests and concerns? What motivates them to serve on the library Board? Team building begins by knowing your teammates.

- ✔ **Get to know the director, the other part of the Board team.** There must be a very high level of trust between the Board who governs the library and the person who manages the library.

- ✔ **Recognize that this job deserves your very best effort.** Although you are a volunteer, the governance of the library demands the best job you can do. It will require your time and your effort.

- ✔ **Find out where to go for answers to your questions.** Your best defense against being totally lost in the early stage of your term as a Board member is to learn where to find quick answers to tough questions. The director and other Board members are the best sources for learning about the library. This handbook will serve as a guide to the basics of good Board membership, and it will answer many of your questions.

Trustee Orientation

The library Board is responsible for conducting Board orientation for new trustees. Typically, Board orientation includes a tour of the library, receipt of written materials and a meeting with other trustees. During this orientation period, it is a good idea to have experienced trustees work with new memb ers. An experienced trustee can point out which materials are used most often and which will require further study.

Library Tour

During the library tour, the director can explain how the library works, introduce the staff and demonstrate how the programs and services operate.

Materials

Information provided to a new trustee might include the following.

Board materials

- this handbook
- trustee job description
- copy of *Montana Library Laws and Public Library Standards*
- list of Board members and their addresses, phone numbers and email addresses
- Board bylaws
- Board code of ethics
- annual calendar of major Board and library activities
- minutes of the library Board meetings for the past year
- list of committees, job descriptions and current members

Library materials

- library policies
- written mission statement of the library
- copy of the ordinance establishing the library
- documents that report the history of the library
- long-range plan of the library
- current budget
- financial reports for the past year
- timeframe for developing and approving the budget

- job description for the director
- staff organizational chart, including names
- annual reports for the last five years
- major contracts the library has with other public or private agencies
- marketing materials, brochures or newsletters

Orientation Meeting

The director and a few experienced trustees usually participate in the orientation meeting. It is best if this meeting is scheduled a few days after the tour, which gives new trustees time to review the written materials.

The meeting agenda should include:

- discussion of the library's mission, goals and objectives, short- and long-range plans.
- explanation of the budget, sources of funding, expenditures and the library's financial status.
- review of the past six-months' Board minutes and director's reports to give the new trustee a sense of who the Board members are and how the Board works.
- review of the policy manual, explaining policies and procedures.
- explanation of reimbursement policy for trustee expenses and the law prohibiting trustees from receiving compensation for their work.
- explanation of the library's relationship to local governing authorities, both elected and appointed.
- explanation of the library's relationship to its library federation, State Library and state and national associations.
- discussion of the respective roles and responsibilities of the trustees and the director, emphasizing that the trustee's responsibilities do not include management of the library.
- discussion of the roles of trustees as individuals versus the Board, emphasizing that duly appointed individual trustees are only spokespersons for the Board; the Board as a whole has decision-making powers.

Being a public library trustee means being confronted by daunting problems and exciting possibilities. How you respond affects the future of library services in Montana.

Continued Learning

Effective library trusteeship requires ongoing learning and training. There are many opportunities for you and your Board to keep learning, including the following recommendations.

Essential

- Set aside time at each meeting to review an aspect of the library's administration or services.
- Rotate meeting locations at branches of a system.

Montana State Library
http://msl.mt.gov

Good ideas

- Join the Montana Library Association (MLA).
- Attend MLA's annual conference and other events.
- Attend State Library-sponsored events.

MLA
www.mtlib.org

ALA
www.ala.org

ALTA
www.ala.org/alta

Other opportunities

- Attend the American Library Association (ALA) annual conference.
- Participate in professional organizations: Mountain Plains Library Association (MPLA), the Pacific Northwest Library Association (PNLA) and Association of Library Trustees and Advocates (ALTA).

MPLA
www.mpla.us

PNLA
www.pnla.org

See Chapter 18, Libraries and Library Organizations, for more information about the library organizations mentioned here.

Library Board Education Program (LBEP)

LBEP provides free customized Board training on a variety of topics related to trustee responsibilities and library law. Conducted by experienced trustees who volunteer their time, the workshops run from one to three hours and are held at the local library. The program is funded by the Library Services and Technology Act. You can contact the State Library for more information or to schedule a training workshop.

Montana Library Event Calendar

http://calendar.mtlib.org

This online statewide training/event calendar provides a focused source of information for library-related activities that trustees and libraries can use as a planning tool. The calendar is managed by the State Library and Lewis and Clark County Library in Helena.

What Did You Learn?

You will continue to learn about the library for as long as you remain on the Board. But you need to know some things from the beginning. Did you learn the answers to the following questions in your trustee orientation?

...About the Board?

- ❑ Who has appointed the Board members and for what terms of office?
- ❑ Who are the current officers of the Board?
- ❑ How are the Board officers elected?
- ❑ Who is the official spokesperson for the Board?

...About the library?

- ❑ What is the library's mission statement?
- ❑ What are the long-range goals of the library?
- ❑ When was the library organized and what is the service area?
- ❑ How many people does the library serve?
- ❑ What local/state/national legislative issues could affect the library?
- ❑ What is the relationship between the library and the local government?
- ❑ Has the library or the Board ever been involved in litigation?
- ❑ What major problems does the library currently face?
- ❑ Does the library meet the Public Library Standards?

...About library personnel?

- ❑ How long has the present director held his/her position?
- ❑ What training does the director have for managing the library?
- ❑ What is the process used to evaluate the director?
- ❑ How many staff does the library have and what do they do?

...About library finances?

- ❑ What is the library's annual budget?
- ❑ Where does the money come from to finance the library?
- ❑ What are the total assets of the library?
- ❑ Does the library have any debt service?
- ❑ Does the city/county own or rent the library facility?
- ❑ What equipment does the library own or rent?
- ❑ Are Board members reimbursed for expenses and, if so, how?

The Job of a Trustee

As a trustee, you are entrusted by the public to look after its interest. You are also accountable to the public. Trusteeship is a working relationship with the community, library staff and fellow trustees. It requires a great deal of time, and even more importantly, a commitment to libraries. There is a direct correlation between the quality of library service a community offers and the knowledge, capability and enthusiasm of its Board members.

What Does a Trustee Do?

A trustee knows:

- the organization of the library Board
- the library services and resources available
- who uses the library and who does not use it
- information needs and interests of the community
- how to work effectively in a group
- the services available at the State Library
- national library trends, standards and developments
- library terminology

A trustee attends:

- every Board and assigned committee meeting
- federation meetings
- professional meetings such as Montana Library Association conferences
- other local meetings and workshops relating to library business

A trustee plans:

- for future growth and priorities of the library
- library policy
- active community awareness programs
- orientation for new Board members

A trustee supports:

- the library and the director
- the local governing body
- the community
- local, state and federal legislation related to libraries

Golden Rules for Board Members

Leave the actual management of the library to the director. It is the director's responsibility to select books, employ the staff and supervise day-to-day operations.

After a policy or rule is adopted by the majority vote of the library Board, do not criticize or re-voice your opposition publicly.

Respect confidential information. Do not divulge information regarding future Board actions or plans until such action is officially taken.

Observe any publicity and information policies of the Board and library. Do not give information individually but refer requests to the library director or appropriate trustee.

Do not hold Board meetings without the director.

Treat the director and staff members in an objective manner. Under no circumstances should you listen to grievances of staff members or treat individual problems on your own. The director is in charge of the staff and has administrative control up to the point where a grievance is presented to the library Board.

Complaints from the public are the director's responsibility. Complaints submitted directly to the Board or an individual trustee should be referred to the director. Continued problems should be taken up at the Board meeting only if policy revision is necessary or legal ramifications are involved.

All rules and policies must be approved by a quorum of the Board at a regular meeting.

Assume your full responsibility as a Board member. If you are unable to attend meetings regularly and complete work delegated to you, consider resigning so an active member can be appointed.

A trustee advocates:

- to articulate the library's needs
- to seek funding
- to promote the library
- to develop good personal relations with local, state and federal government representatives
- to make the Board and library visible in the community

A trustee remembers:

- the library Board acts only as a whole
- an individual trustee may act on behalf of the library only when authorized to do so by the Board
- the Board does not run the day-to-day operations of the library

The Job Description

Even though a library trustee is a volunteer position, becoming a trustee is like taking on a new job. It requires the same hard work and willingness to learn as does a paid position.

You might have been given a job description to review before becoming a trustee. If not, your Board may want to consider preparing one. A written job description may help future potential trustees understand the roles and responsibilities of the position.

The following sample job description shows what should be included. Boards will often set goals to keep the workload manageable. However, a trustee's responsibilities will include most of what is listed here over the course of the trustee's service on the Board.

Sample Trustee Job Description

Summary

Provides governance for the _____ Public Library; establishes policy; sets goals; hires and evaluates director; establishes and monitors annual budget; signs necessary contracts; exercises such other powers, not inconsistent with law, necessary for the effective use and management of the library.

Responsibilities

1. Participates in the ongoing responsibilities of the governing body, including establishment of library policies, budgeting, evaluating and supervising the library director, working with local and state government officials, and planning for current and future library services and programs.
2. Attends all regular and special meetings of the Board, and participates in committees and activities as necessary; attends appropriate library functions.
3. Represents the interests and needs of community members.
4. Lends expertise and experience to the organization.
5. Maintains an awareness of library issues and trends, and the implications for library users.
6. Acts as liaison with the public, interpreting and informing local government, media and public of library services and needs.
7. Understands pertinent local and state law; actively supports library legislation in the state and nation.

Qualifications

1. Is interested in the library and its services.
2. Has the ability to contribute adequate time for effective participation in Board activities and decision making.
3. Has the ability to represent needs and varied interests of the community at large and the library.
4. Has strong interpersonal and communication skills.
5. Has the ability to work with governmental bodies, agencies and other libraries.
6. Has the ability to handle opposition and make decisions in the interest of library service.

Time Commitment

The Board of Trustees meets monthly at a time convenient for members. Special meetings or committee meetings may be called as necessary at times that are convenient to members and that comply with open meeting laws.

Under Montana law, trustees hold their office for five years from the date of appointment and until their successors are appointed. Members serve no more than two full terms in succession.

The Job of the Board

The library Board is responsible for all that happens within the library and its outreach programs.

This statement might be a little intimidating to a new trustee, but it is both a legal and practical way of looking at the job you accepted. The Board does not manage the day-to-day operations of the library but, rather, is responsible for seeing that the library is well managed in accordance with the law and Board-established policies. To meet this responsibility, the Board has six major tasks:

Information about Nonprofit Boards www.help4nonprofits.com

- ✔ Understand the laws governing the library
- ✔ Hire and evaluate the library director
- ✔ Set and monitor the library's budget
- ✔ Set policy
- ✔ Plan for the future of the library
- ✔ Advocate for the library in the community and for the community as a Board member

For articles about leadership and management, search the online InfoTrac database on your library's web site.

Each of these areas is addressed in later chapters of this handbook.

Board Meetings

The most important work of the Board is carried out at the Board meetings. First, individual trustees have no legal authority over the library. Any change in policy or procedure, or other governing act, must be brought before the Board. Second, the Board only has authority when it makes a group decision in a legally constituted meeting.

The Board bylaws provide the structure of your work, but here are some general guidelines for effective meetings.

- Be as productive as possible. Deal only with appropriate issues and make a clear distinction between the functions of the Board and those of the director.
- Ensure that the director is present at all Board meetings.
- Rotate leadership responsibilities to create a stronger Board; each trustee should have the opportunity to hold office.
- Hold regularly scheduled meetings, as listed in your bylaws. Select specific dates, times and places six to twelve months in advance.
- Follow procedures for conducting business meetings as outlined in *Robert's Rules of Order*. If this seems too formal, the chairperson should devise a specific order of business that maintains an orderly flow for the meetings.
- Keep an archival file of Board minutes in the library. Individual Board members should retain current minutes in their trustee handbooks.
- Hold working Board sessions and committee meetings prior to the formal Board meetings where decisions are made. This saves time and provides an opportunity for careful study of an issue.
- Remember: Committees issue recommendations to the Board but do not make the decisions. Written committee reports distributed before the Board meetings are most effective.
- Meetings must be open to the public and held in accessible locations. (See Public Participation, Chapter 3-4.)
- The minutes should include the date, time and place of the meeting;

Typical Board Meeting Agenda

1. Call to order
2. Roll call (needed to judge a quorum)
3. Open time to address the Board
4. Approval of previous minutes
5. Reports of officers, director and standing committees
6. Reports of special committees
7. Unfinished business: items that are carried over from a previous meeting or items that have been postponed to the next meeting
8. New business: members may introduce new items of business or move to take from the table any item that is on the table
9. Announcements
10. Program or speaker (if one)
11. Adjournment

the names of Board members present and absent; the substance of all matters proposed, discussed or decided, and a record of votes taken; the names of citizens who appeared and the substance of their testimony; and other meeting information that Board members request be entered in the record.

Chairing the Board

It is a good idea for the Board to rotate leadership positions. The trustee serving as the Board chairperson facilitates the Board meetings with the help of the director.

Before the scheduled meeting, the chairperson and director should prepare an agenda and schedule adequate time for the items listed. This agenda, along with related materials, should be mailed to the trustees to give them time to prepare for the meeting. The agenda and the meeting date, time and place should also be posted or published.

To get the meeting under way, the chairperson should:

- Start on time with roll call.
- Introduce visitors and/or new Board members.
- Review the agenda, revising the order if necessary.
- Establish time limits.

During the meeting, the chairperson should make sure that participants:

- Focus on issues at hand.
- Follow the agenda and procedures stated in the bylaws.
- Establish action items: who, what and when.

At the end of the meeting, the chairperson should:

- Review and summarize for the minutes the meeting 's progress, decisions and assignments.
- Announce next meeting date.
- Adjourn the meeting.

After the meeting, the chairperson and director work together to make sure that the meeting minutes are mailed to all Board members.

MCA 2-3-202 –
2-3-203
http://data.opi.mt.gov/bills/
mca_toc/index.htm

Public Participation

Montana law requires that tax-supported libraries be subject to the **Montana Open Meeting Law**. The purpose of this law is to ensure that the public has the ability to know how its business is being conducted. The legal requirements for open meetings, however, should be seen as the minimum requirements. From an administrative and community relations point of view, the more open you can make your meetings, the better it will be for the library.

The State Library recommends that public meetings be announced at least a week in advance. An agenda indicating the expected action items should be included with the meeting notice whenever possible.

It is sometimes difficult for trustees to speak candidly with the public or media representatives watching and listening. However, keep in mind that you have been chosen to represent a large number of people. Those who show up at a Board meeting usually represent a very small percentage of your constituents and should not have an undue influence on your actions.

The Board should have a clear policy about regulating the activity of members of the public who attend Board meetings (see sample on facing page). The public participation policy should be easily visible. Consider including it in the meeting notice as well as posting it on the library bulletin board.

Public participation does not mean that the public takes over the meeting. The Board chairperson should welcome public comment at appropriate times, but the amount of time made available for this is at the chairperson's discretion. Remember: Your Board meeting is a meeting conducted in public, not a public meeting. In other words, the public and media are there to watch you work, not to participate. (See Chapter 4-4 for more on this law.)

Guidelines for Effective, Efficient Meetings

1. Post and use ground rules:
   We participate as equals.
   We discuss openly and honestly.
   We disagree with grace and tact.
   We don't hide disagreements or questions.
   We stick to the agenda.
   We enjoy each other's company.
2. Follow timed agenda and agree to go beyond time limits only by formal motion.
3. Use issue sheets to summarize discussion points.
4. Record on flipcharts to focus discussion.

Sample Public Participation Policy

The _____ Library Board welcomes public input at its meetings. Each agenda item (unless specified otherwise) will be open for public input before the Board deliberates on that item. While it is recommended that anyone wishing to address the Board notify the director at least 48 hours before the meeting so that time may be reserved for such input, it is not absolutely necessary.

Everyone wishing to speak must fill out a form to allow for accurate spelling of names and identification of those speaking on the various items for inclusion in the official minutes of the meeting. The form is available on the table at the rear of the meeting room.

Since time is limited, the Board chair reserves the right to set reasonable time limits for public input on each topic. Normally, a person will be limited to five minutes per agenda item.

During Board deliberation, the public is asked not to make any comments unless responding to a specific question asked by the Board chair.

Thank you for your interest in the library and the Board, and for your assistance in keeping our meetings orderly.

Board Bylaws

The Board's bylaws provide the general structure for your work and ensure continuity and consistency in legal, financial and policy-making activities. Bylaws should be periodically reviewed to ensure that they remain relevant.

Typically, the Board bylaws include the following articles:

Article I. Name of the organization

Article II. Object and reason for the group's existence

Article III. Members
Qualification for membership, types of membership such as honorary, attendance requirements, resignation, dues/fees, who can vote, how members are appointed and removed, filing vacancies, etc.

Article IV. Officers
When elections are held, nominations, voting, filling vacancies as well as the term of office and duties of officers.

Article V. Meetings
Quorums, meeting dates and times, how to call a special meeting.

Article VI. Executive Board or Board of Directors
The executive board duties and responsibilities.

Article VII. Committees
Names of standing committees, membership, selection of members, attendance and duties.

Article VIII. Parliamentary Authority
Clearly stated rules of order and a system for resolution of discord.

Article IX. Amendment of Bylaws
Details on procedure for changing bylaws including required notice and vote.

Some organizations have additional articles for finances, policies, discipline and other matters. A source for information about bylaws is *Robert's Rules of Order*.

Comparing the Roles of the Library Board and the Library Director

The following examples of the duties of library Boards and directors illustrate the similarities and differences in the role of the Board and the role of the director.

BOARD	DIRECTOR
1. Employ a competent and qualified director.	1. Employ personnel and supervise their work.
2. Develop a long-range plan, vision and mission statements and review them periodically.	2. Provide input to the Board on regional/ national library issues and statewide trends in library management.
3. Determine and adopt written policies governing operation and program of the library. Review policies periodically.	3. Suggest needed policies for Board consideration. Carry out the policies as adopted by the Board.
4. Determine the goals and objectives of the library and methods of evaluating progress toward meeting them. Secure adequate funds to carry out the library's program.	4. Prepare regular reports with library's current progress and future needs. Suggest and carry out plans for extending library's services.
5. Establish, support, and participate in planned public relations and marketing program.	5. Maintain active public relations program.
6. Assist in preparation of the annual budget and approve it.	6. Prepare an annual budget in consultation with the Board. Give a current report of expenditures against the budget at each meeting.
7. Present the budget to the funding agency, public officials, and the general public; explain and defend it.	7. Closely follow the budget process. Provide leadership in supporting the budget.
8. Monitor budget expenditures during the fiscal year.	8. Oversee expenditures from budget including selection and ordering of all library materials and equipment.
9. Know local and state laws; actively support library legislation in the state and nation.	9. Know local and state laws; actively support library legislation in the state and nation.

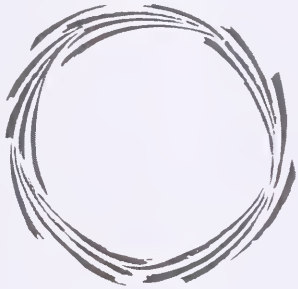
Evaluating the Board

It is a good idea for the Board to periodically take a few minutes and do a self-assessment. One way you can do this is to use the following questions. First, answer them individually. Then the Board as a whole can discuss what if any changes are needed.

Our Board prepares to do its job by:	Yes	No
Conducting a thorough orientation for all new members.	❑	❑
Integrating new members into the team as quickly as possible.	❑	❑
Attending Board development workshops.	❑	❑
Providing monthly development activities for members.	❑	❑
Performing an in-depth annual self-evaluation of board operations.	❑	❑
Providing all members with copies of the mission statement, bylaws, long-range plan and other important documents.	❑	❑
Touring all facilities at least once a year.	❑	❑

Our Board ensures good meetings by:		
Limiting most meetings to two hours or less.	❑	❑
Providing a comfortable meeting room conducive to business.	❑	❑
Convening and adjourning on time.	❑	❑
Sticking to the prepared agenda.	❑	❑
Working for consensus rather than fighting for a majority.	❑	❑
Following a businesslike system of parliamentary rules.	❑	❑
Including the library director as a resource for all deliberations.	❑	❑
Confining all discussion to Board issues.	❑	❑
Allowing/encouraging all members to participate in discussion.	❑	❑

Adapted from *The Board Team Handbook: A Complete Guide to Boardsmanship Basics for the Board Team of the 90's*, published by the Cain Consulting Group, 1992.



Laws and Ethics

"Public libraries are a vital link in the democratic process. The library is one of the few institutions that offers free, unfettered access to information. Trustees are at the epicenter of that process."

— Jim Heckel, Director, Great Falls Public Library

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Complying with the Law

Because public libraries are supported by public tax dollars, they are subject to numerous laws and regulations. As a trustee, you are responsible for being familiar with these laws and understanding their consequences. When dealing with legal issues, the Board should consult with the city or county attorney for interpretation of the law.

Laws specific to governing public libraries in Montana are included in *Montana Library Laws, Rules, and Public Library Standards,* published by the Montana State Library. Your library director can furnish you with a copy of this publication. You can also download it from the State Library's web site. It is a good idea to keep a current copy of this publication with your trustee handbook so that you can easily check these laws when necessary.

http://msl.mt.gov/librarians/onlinepubs.asp

Montana Laws

The Constitution of Montana directs the Legislature to "provide a basic system of free quality public elementary and secondary schools" and "other such educational institutions, public libraries and educational programs as it deems desirable." (**Article X, Education and Public Lands, 1(3).**)

Laws specific to libraries are contained in the **Montana Code Annotated (MCA).** In addition, there are a number of **Administrative Rules of Montana (ARM)** that concern library operation and funding mandates.

MCA and ARM
http://data.opi.mt.gov/bills/mca_toc/index.htm

A selection of state laws and rules you should be familiar with as a library trustee include the following.

Free Public Libraries

The stated purpose of this law is "to encourage the establishment, adequate financing, and effective administration of free public libraries in this state to give the people of Montana the fullest opportunity to enrich and inform themselves through reading."

MCA 22-1-301 – 22-1-331
http://data.opi.mt.gov/bills/mca_toc/index.htm

The following items are addressed in this MCA chapter.

- Creation of a legal public library:
  - by resolution of the governing body of a city or county
  - by petition signed by 10 percent of resident taxpayers and filed with the governing body which may then establish a public library by resolution at a public meeting
  - by petition signed by 5 percent of resident taxpayers, followed by a vote at the next general election
  - by petition signed by 35 percent of resident free holders, followed by a vote of the people at a special election
- Mill levies, special library funds and bonds (for more on levies see Chapter 11-1, Funding the Library)
- Authorization, allocations and investment of a library depreciation reserve fund
- Trustee appointment, compensation and term length
- Board size, vacancies and election of Board chair powers and duties of trustees
- Board appointment of and compensation for the library director
- Exclusion and extension of library use privileges
- Assumption of county library functions by a city:
  - County commission may contract with city library Board to provide countywide public library services.
  - County commission may use county library fund to cover costs of this contract.
- Joint city-county libraries, Boards and funding:
  - Governing bodies may establish and maintain a joint library by contract.
  - County may levy special tax for operation of library.

Another section of Free Public Libraries is the **Information Access Montana Act**, which provides state aid to public libraries which is administered by the Montana State Library Commission. Two aid provisions in this act include the following (for more, see Chapter 11-3, Funding the Library):

MCA 22-1-328;
ARM 10.102.4001
http://data.opi.mt.gov/bills/mca_toc/index.htm

◆ **Reimbursement to Libraries for Interlibrary Loans**

State funds are distributed annually to libraries that loan materials to another Montana library through the formal interlibrary loan procedure.

◆ **Direct State Aid to Public Libraries for Per Capita**
The per capita portion of the direct state aid to public libraries is distributed annually and is based on a formula using the library's service area size and population.

MCA 22-1-327;
ARM 10.102.4003
http://data.opi.mt.gov/bills/mca_toc/index.htm

District Libraries

Under a law passed by the 2001 Montana Legislature and revised in 2005, communities can establish a library by forming a public library district. These districts must contain at least $5 million of property valuation. Electors create the district and set the initial tax levy in an election. Electors also elect members of the library board of trustees, who have similar powers as those of city or county library boards. Because district boards are not under the direct control of local city or county governments, they have greater autonomy than other types of library boards. For more information on forming a library district, contact the State Library or read the Public Library District Handbook on the State Library web site.

Public Library
District Handbook
http://msl.mt.gov/librarians/onlinepubs.asp

Multijurisdictional Service Districts

This law allows municipalities and counties to form multijurisdictional service districts to improve and expand library services. As far as practical, the boundaries of the service district follow precinct, school district, municipal and county lines. These districts are formed by an interlocal agreement among participating jurisdictions and only those services specified in the agreement are included.

MCA 7-11-1101,
et seq.
http://data.opi.mt.gov/bills/mca_toc/index.htm

The governing body of a multijurisdictional service district may consist of all members of all governing bodies; another option is a joint board with representation as detailed in the interlocal agreement.

Local governments are authorized to levy property taxes or appropriate funds from sources other than general tax revenues to fund these districts.

Library Records Confidentiality Act

This act mandates no person may release or disclose any portion of a library record that identifies a person as having requested, used or borrowed library materials except in response to a written request from the person identified in that record, court order or National Security letter (see Patriot Act, page 4-9). The law applies to all library users, including children. Confidentiality protection for library records is waived when materials are overdue or lost.

MCA 22-1-1101 –
22-1-1111
http://data.opi.mt.gov/bills/mca_toc/index.htm

Library Federations

MCA 22-1-401 – 22-1-405
http://data.opi.mt.gov/bills/mca_toc/index.htm

This group of laws requires public libraries that receive state funds to be part of organized library federations that pool resources and avoid duplication of effort. Details include establishment of a federation, participants, benefits, governing board, resolution of disagreements, and administration of federation appropriations. (For more information about federations, see Chapter 18-5, Libraries and Library Organizations.)

The Big Bill, H.B. 124

MCA 22-1-304
MCA 15-10-420
http://data.opi.mt.gov/bills/mca_toc/index.htm

In 2001, the Montana Legislature significantly changed state law relating to local government and taxation with passage of House Bill (H.B.) 124. Specifically as it relates to libraries, H.B. 124, referred to as "the Big Bill," amended MCA 22-1-304 to delete reference to a five-mill levy cap for cities and seven-mill for counties. As amended, the statute authorizes the city or county to simply levy mills for support of the library, making no reference to the number of mills to be levied, provided that the budget fits within the restrictions of MCA 15-10-420.

In place of the numeric levies formerly found in MCA 22-1-304 and other statutes, MCA 15-10-420 was amended to allow a city or county to levy sufficient mills to raise an amount equal to the property tax raised in previous years with an upward adjustment to account for inflation. MCA 15-10-420 includes the forumla for determining the authorized maximum.

As a result, with passage of the Big Bill, local government officials can raise mills up to the maximum authorized without going through the election process. Your local city and/or county clerk can provide you with more information about the Big Bill and its affect on the library.

Open Meetings

MCA 2-3-202
2-3-203
http://data.opi.mt.gov/bills/mca_toc/index.htm

The Open Meeting Law requires that meetings of public or governmental bodies—including boards, bureaus and commissions—must be open to the public. The Montana Legislature revised the law in 2003. A summary of the changes to Section MCA 2-3-203 include the following requirements:

- Each agency (in this case, the Library Board of Trustees) shall develop procedures for permitting and encouraging the public to participate in agency decisions that are of significant interest to the public.

- The procedures must ensure adequate notice and assist public participation before a final agency action is taken that is of significant interest to the public.
- The agenda for a meeting must include notice of action and must allow for public comment on any public matter, which is noticed for action.
- No action can be taken unless it has been noticed.
- Public comment must be incorporated into the official minutes of the meeting.

Generally, Boards who have followed MCA 2-3-202 and -203 in the past will not have a problem complying with the revisions.

The Open Meeting Law continues to allow the presiding officer to close portions of the meeting if he or she determines that the demands of individual privacy clearly exceed the merits of public disclosure.

Code of Ethics

This code is designed to prohibit conflict between public duty and private interest by specifying rules of conduct for public officers, which includes library trustees. The rules cover confidential information, gifts and other economic benefits or compensations. (For more information, see Chapter 6, Ethical Considerations for Trustees.)

Constitution of Montana, Article XIII, Section 4; and MCA 2-2-101–2-2-105
http://data.opi.mt.gov/bills/mca_toc/const.htm

Montana State Library Commission

This law establishes the State Library Commission. The Commission is composed of the State Superintendent of the Office of Public Instruction, or a designee; five governor appointees, who serve staggered terms of three years each; and a librarian from the Montana university system, appointed by the Commissioner of Higher Education. (For more information about the Commission, see Chapter 18-2, Libraries and Library Organizations.)

MCA 22-1-101 - 22-1-103
http://data.opi.mt.gov/bills/mca_toc/index.htm

Montana State Library

MCA 22-1-201 -
22-1-226
http://data.opi.mt.gov/bills/
mca_toc/index.htm

The State Library Commission maintains and operates the Montana State Library, located in Helena. This law addresses the role of the library in providing library services and support to state government, the library federations and local libraries. (For more information about the State Library, see Chapter 18-2, Libraries and Library Organizations.)

Public Library Standards

Montana Library Laws, Rules and Public Library Standards
http://msl.mt.gov/
librarians/onlinepubs.asp

ARM 10.102-1150 -
10.102-1157
http://arm.sos.mt.gov

This substantive rule details standards for public libraries and the processes libraries must follow to meet those standards, including the mandate that to receive state financial aid, public libraries must meet the mimimum essential legal standards (see Appendix B).

Other State Laws and Local Ordinances

Many state and local laws not specific to public libraries will also be of interest to trustees. For instance, local zoning laws, parking restrictions, building codes and safety restrictions need to be considered. Questions about these and other laws can be directed to the city or county attorney.

Federal Laws

Numerous federal laws affect public libraries. A selection of these laws of particular interest to trustees includes the following.

Americans with Disabilities Act

ADA
www.ada-infonet.org

It is not unusual for Boards to have questions about the 1990 Americans with Disabilities Act (ADA). This major piece of civil rights legislation made it illegal to discriminate against people with physical, mental or emotional disabilities. It requires public facilities, such as public libraries, to make reasonable modifications to ensure equal access to these individuals.

Boards that choose not to modify the library to make it physically accessible must be able to demonstrate that people who do not have access to the building can receive substantially the same services as those who can enter the building.

Employment Laws

Libraries must abide by federal and state laws that prohibit discrimination in relation to hiring, promotion and all other working conditions of employment. It is illegal to discriminate against qualified applicants on the basis of sex, race, creed, color, religion, age, country of national origin, individual life style or physical or mental disability. Stated policies should demonstrate that the library Board makes every effort not to discriminate.

Most library employees also fall under minimum wage and fair labor standards laws. Boards should consult with city or county attorneys regarding how these and other federal laws affect the library.

Library Services and Technology Act

In 1996, the Library Services and Technology Act (LSTA) replaced the Library Services and Construction Act (LSCA), which had been in operation since the 1950s. LSTA, which is administered by the federal Institute of Museum and Library Services (IMLS), helps states develop electronic networks among libraries. These networks make it possible for libraries to share information resources as well as provide library services to users with special needs.

IMLS
www.imls.gov

LSTA funds are awarded annually and administered by the State Library Commission. These funds are used for State Library programs, such as the Talking Book Library and Library Development Department, as well as statewide projects such as the Montana Library Network and Montana Shared Catalog. (For more information about LSTA, see Chapter 11-4, Funding the Library).

Telecommunications Act of 1996 (E-Rate)

In 1997 the Federal Communications Commission (FCC) adopted a Universal Service Order implementing the Telecommunications Act of 1996. The order is designed to ensure that all eligible schools and libraries have affordable access to modern telecommunications and information services. Each year, up to $2.25 billion is available to provide eligible schools and libraries with discounts on authorized services. These discounts are often referred to as the "E-Rate." (For more information about this program, see Chapter 11-5, Funding the Library).

Children's Internet Protection Act (CIPA)

http://montanalibraries.org

Libraries that wish to receive federal funding for services classified as "Internet Access" and "Internal Connections" must comply with both CIPA and the Neighborhood Children's Internet Protection Act (NCIPA). CIPA requires use of a technology protection measure (often referred to as a filter) on any computer that can access the Internet, including staff computers. Any public library using E-Rate or LSTA funds for certain purposes must comply with the filtering requirements. Filtering is not required when a library receives funding for telecommunications only (i.e., telephone or data circuits).

Although filters must be installed on every computer that can access the Internet, adult users can request that the filter be removed. Therefore, the State Library recommends that libraries purchase filters that can be disabled.

Neighborhood Children's Internet Protection Act (NCIPA)

www.ala.org/
(Enter NCIPA in 'Search' box)

Libraries receiving federal funding for "Internet Access" classified services are required to put in place measures that protect children using the Internet. The main focus of NCIPA is Internet use policies. To comply with NCIPA, policies must address the following:

- Access by minors to inappropriate matter on the Internet and the Web.
- The safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications.
- Unauthorized access, including so-called hacking, and other unlawful activities by minors online.
- Unauthorized disclosure, use and dissemination of personal identification information regarding minors.
- Measures designed to restrict minors' access to materials deemed harmful to minors.

Adapted from Wisconsin Department of Public Instruction materials.

Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act (USA Patriot Act)

Enacted after the Sept. 11, 2001, attacks, the Patriot Act broadens the jurisdiction of the U.S. Department of Justice. Among its provisions, the act allows the FBI to seek the library records of any patron suspected of terrorist activities without first obtaining a search warrant or showing probable cause. The agency simply has to state that the agency believes the records are related to an ongoing investigation linked to terrorism. Once the patron's records are requested, the library is under a gag order and prevented from speaking about the search, meaning that the librarian cannot inform the patron that the FBI has obtained his or her records.

Changes were made to the Patriot Act when it was reauthorized in March 2006, including the following:

- The standards under which the FBI can obtain library records in the course of an investigation are now slightly more stringent.
- The librarian can now disclose receipt of the request order, called a Section 215 order, to "any person to whom disclosure is necessary to comply with such order." In addition, the new wording explicity allows the recipient of the order to consult with an attorney and to obtain legal advice or assistance "with respect to the production of things in response to the order" and disclosure to "other persons as permitted" by the FBI director or the director's designee.
- The recipient is now allowed to challenge the Section 215 order but only in a special court.
- The recipient is now allowed to challenge the gag order within certain circumstances.

The Patriot Act remains quite complicated. Libraries across the country are dealing with the provisions of the act that affect them in different ways. You can learn more about the law and what your library needs to consider from the American Library Association.

http://www.ala.org/oif

Board Liability

The legal power of the library Board derives from the Board's actions as a body. Because these actions are subject to public scrutiny—and can be challenged in court—you and the other members of your Board need to be well informed and make decisions based on sound judgment.

There are several major areas in which Board liability may be incurred:

- → **Acts in excess of authority**: for example, inappropriate expenditures or exceeding budget spending levels.
- → **Failure to act** when action should have been taken: for example, failure to get needed copyright clearances or failure to meet contractual obligations.
- → **Negligence**: for example, unsafe buildings and grounds, failure to supervise funds, loss due to depositing funds over the maximum amount insured, etc.
- → **Intentional misconduct**: for example, libel, assault, improper discharging of an employee, theft, etc.
- → **Acts in violation of the law**: for example, improper reimbursement to trustees and employees, authorizing payment of improper expenses, purchasing certain property without obtaining bids, failing to follow proper rules for hiring, acting on an issue when there is conflict of interest, etc.

There is no personal liability for trustees, with the exception of criminal conduct.

Protecting the Public's Freedom to Read

The freedom to read is essential to our democracy. As part of our freedom of expression, it is a right guaranteed by both the Constitution of the United States and the Constitution of Montana. It is your responsibility as a trustee to help ensure that this right is not impinged upon.

U.S. Constitution
Bill of Rights
www.archives.gov/
(Click on "Constitution of the U.S.")

Constitution of Montana
http://data.opi.mt.gov/bills/mca_toc/const.htm

Most library mission statements endorse the concept of intellectual freedom—that is, the right of any person to free expression and free access to ideas. Trustees can support this concept by adopting library policies that incorporate the basic principles set forth in the Library Bill of Rights and the Freedom to Read Statement. That way, you will ensure that library users receive access to the widest possible variety of resources.

Collection Management Policy

The selection of library materials is an essential process that is strongly related to intellectual freedom. To be prepared to meet challenges to this freedom, every local library needs to have a written collection management policy that has been adopted by the Board. The library's policy should clearly state that the basic goal of the library is to offer access to its collections and services to all members of the community. In addition, it should state that the intent of a public library is to circulate all legally protected materials that patrons require or desire, even though some officials or private citizens may not approve of them.

The following steps should be considered by every public library:

- Officially adopt and support the American Library Association's Bill of Rights (see page 5-5) and Freedom to Read Statement (see Appendix D).
- Maintain a collection management policy. It should be in written form and approved by the Board. The policy should apply to all library materials equally (print, electronic, Internet).

When a censorship attempt occurs, don't defend the material... defend the right to read.

- Maintain a clearly defined process for handling complaints. Complaints should be filed in writing and the complainant properly identified. (See the sample Request for Reconsideration of Library Resources form, page 5-4). The process should determine who will review the challenged materials, how the review will be handled, who will respond to the complaint and how quickly, and what appeal process is available to the person lodging the complaint. The established process should be followed whether the complaint originates internally or externally.
- Provide regular in-service training so if there is a challenge to library materials, both the Board and staff are aware of the contents of the collection management policy and the procedures for handling complaints.
- Maintain lines of communication with civic, religious, educational, and political bodies of the community and emphasize the library's selection process and intellectual freedom principles in presentations to these groups and through newspaper articles and radio and television programs.
- Be aware of local, municipal and state legislation relevant to intellectual freedom and First Amendment rights.

Handling Complaints

If your library collection provides access to a wide range of materials, includes many points of view, and responds to requests from patrons, you are guaranteed to receive complaints. Most complaints about the library's collection can be resolved by making sure that individuals who question materials receive a copy of the library's policy. But, sometimes a person objects so strongly, they may take their complaint to the media or local government officials.

If a library faces a challenge to materials, as a trustee you should:

- ✔ Follow all established policies and procedures.
- ✔ Remember your responsibility to speak your mind and argue for your point of view within the forum of the Board, but to support the decision of the majority once it has been made. If you disagree, do not speak out publicly. If you cannot be silent, it is best to resign from the Board before making your opposition public.
- ✔ Defend the selection policy that tries to satisfy many tastes and interests.
- ✔ Be sensitive and fair and react in a responsible manner.
- ✔ Take into consideration the rights of the whole community, which you represent.

Once a complaint has been filed, the library can contact Montana State Library and Montana Library Association's Intellectual Freedom Committee for guidance and support. The American Library Association's Office for Intellectual Freedom also has information and resources to assist at any stage of a challenge.

www.mtlib.org/stcommittees.html

www.ala.org

Children's Rights

In Montana, minors have the same fundamental rights as adults unless otherwise prohibited. Those rights include the freedom of speech and the right to know. Because Montana law does not restrict a minor's use of the library, children have the right to use the library without the permission of a parent.

Constitution of Montana
Article II, Section 15
http://data.opi/mt.gov/bills/mca_toc/const.htm

Although libraries cannot require a parental signature before loaning minors material, they can require that a parent sign a statement of financial liability before their child receives a library card. Montana law says that a minor may enter into a contract, such as agreeing to return library materials, but it also states that a minor can renounce the contract. A statement of liability protects the library's resources by having parents assume the financial liability for overdue or lost materials loaned to their children.

In addition to signing the statement of liability, the library can also require that parents verify their child's name, address and telephone number before a library card is issued.

Confidentiality of Library Records

Another responsibility of the library and Board is to protect the confidentiality of a patron's library records. No library record that identifies the library materials a patron has requested, used or borrowed can be released or disclosed except in certain instances as defined by law. (For more information about this law, see Chapter 4-3, Complying with the Law.)

MCA 22-1-1101 – 22-1-1111
http://data.opi.mt.gov/bills/mca_toc/index.htm

The Board may want to formally adopt a policy that specifically recognizes the library's circulation records as confidential in nature. It is important that all library staff be advised that these records cannot be made available to any agency of state, federal or local government except by a court order, national security letter or subpoena.

Sample – Request for Reconsideration of Library Resources

The _____ Library has delegated responsibility for selection and evaluation of library resources to_____ (director, selection committee, etc.) and has established reconsideration procedures to address concerns about those resources. Completion of this form is the first step in those procedures. If you wish to request reconsideration of library resources, please return the completed form to _____.

Name _____ Date _____

Address _____ City _____

State _____ Zip _____

Phone _____

Do you represent: ❑ self? ❑ organization?

1. Resource on which you are commenting:

❑ book ❑ textbook ❑ video display ❑ magazine ❑ audio ❑ recording

❑ newspaper ❑ library program ❑ electronic information/network (please specify)_____

Other _____

Title _____

Author/Producer_____

2. What brought this resource to your attention?

3. Have you examined the entire resource?

4. What concerns you about the resource? (Use back or additional paper if needed.)

5. What resources do you suggest to provide additional or other viewpoints on this topic?

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

Library Bill of Rights
http://www.ala.org/ala/oif/statementspols/statementsif/librarybillrights.htm

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

5. A person's right to use a library should not be denied or abridged because of origin, age, background or views.

6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948. Amended February 2, 1961, and January 23, 1980, inclusion of "age" reaffirmed January 23, 1996, by the ALA Council.

"Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."
— First Amendment, Constitution of the United States

Freedom to Read Statement
www.ala.org/ala/oif/statementspols/ftrstatement/freedomreadstatement.htm

Freedom to Read

The Freedom to Read Statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers. The statement has been revised periodically, but its intent is as strong today as it was when the statement was drafted decades ago: the freedom to read is a fundamental right. As the statement proclaims:

"....free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings. The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights."

The full text of the Freedom to Read Statement can be found in Appendix D.

"No law shall be passed impairing the freedom of speech or expression. Every person shall be free to speak or publish whatever he will on any subject, being responsible for all abuse of that liberty. In all suits and prosecutions for libel or slander, the truth thereof may be given in evidence; and the jury, under the director of the court, shall determine the law and the facts."
— Article II, Section 7, Constitution of Montana

Ethical Considerations for Trustees

As a Board member of a public library, you are a public servant. The public expects that your conduct will always be above question and for the public good, not for your own interest or another special interest. What's more, the law demands it.

As mandated by the Constitution of Montana, Montana has a code of ethics that prohibits conflict between public duty and private interest for members of the legislature, state employees and local officers. Under the rules of conduct outlined in this law, trustees cannot disclose or use confidential information acquired in the course of their official duties for personal gain or economic benefit, nor accept gifts of substantial value.

MCA 2-2-101 – 2-2-105
http://data.opi.mt.gov/bills/mca_toc/index.htm

In addition to meeting legal requirements, an effective Board will adopt, and periodically review, its own code of ethics to guide its actions. If your Board does not have a written code of ethics, you might consider the following statements as a starting point:

As a public servant and advocate for the public library, I will:

- ✔ Work to ensure that the public has equal access to information.
- ✔ Work to meet the information needs of the whole community.
- ✔ Resist efforts to censor library materials.
- ✔ Keep all library policies free of racism, sexism and other bigotry.

As a public servant and representative of the community, I will:

- ✔ Attempt to interpret the needs of the community to the library and interpret the action of the library to the community.

- ✔ Represent the whole community to the library and not a particular area or group.
- ✔ Protect the public's right to open meetings.
- ✔ Refer complaints about the library to the proper level in the chain of command.

As a member of the library Board, I will:

- ✔ Listen carefully to other Board members.
- ✔ Respect the opinions of other trustees.
- ✔ Support the decisions of the Board.
- ✔ Recognize that all authority is vested in the Board when it meets in legal session and not with individual Board members.
- ✔ Be well-informed of developments that are relevant to issues that may come before the Board.
- ✔ Call to the attention of the Board any issues that may have an effect on the library.
- ✔ Vote to hire the best possible person to manage the library.
- ✔ Not interfere with the duties of the director or undermine the director's authority.
- ✔ Ensure that the library is well maintained, financially secure, growing and always operating in the best interests of the community.
- ✔ Declare any personal conflicts of interest and avoid voting on issues that appear to be conflicts of interest.
- ✔ Not use any part of the library for my personal advantage or the personal advantage of my friends or relatives.
- ✔ Not discuss confidential Board proceedings outside of the Board meeting.
- ✔ Not promise before a meeting how I will vote on any issue to be decided on during the meeting.
- ✔ Work to learn more about the job of a trustee and how to do it better.

Ethics Statement for Public Library Trustees
ALTA and PLA

Trustees, in the capacity of trust upon them, shall observe ethical standards with absolute truth, integrity and honor.

Trustees must avoid situations in which personal interests might be served or financial benefits gained at the expense of library users, colleagues or the institution.

It is incumbent on any trustee to disqualify himself or herself immediately whenever the appearance of a conflict of interest exists.

Trustees must distinguish clearly in their actions and statements between their personal philosophy and attitudes and those of the institution, acknowledging the formal position of the Board even if they personally disagree.

A trustee must respect the confidential nature of library business while being aware of and in compliance with applicable laws governing freedom of information.

Trustees must be prepared to support to the fullest the efforts of librarians in resisting censorship of library materials by groups or individuals.

Trustees who accept library Board responsibilities are expected to perform all of the functions of library trustees.

Adopted by the Board of Directors of the Association of Library Trustees and Advocates (ALTA) and the Board of Directors of the Public Library Association (PLA), July 1985. Amended by the ALTA Board of Directors July 1988; amendment approved of by the PLA Board of Directors in January 1989.

Guidelines for Preserving Public Trust

→ Encourage all trustees to attend, perform and take part in Board activities.

→ Abide by the time limits of the terms of office for trustees and advise the appointing authority when those terms are up.

→ Keep all library Board meetings open to the public as required by law and make sure advance notice of Board meetings is given to the public.

→ Unless local government audits the library, require a CPA audit once a year or once every two years. An accountant who has dealt in municipal affairs should be used.

→ Formally adopt written rules and policies. Keep them up to date and publicize them.

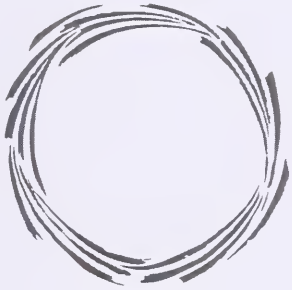
→ Vote for proposed actions only when there is sufficient information. If a trustee abstains, be sure the minutes show the reason.

→ Be sure that accurate minutes of each meeting are maintained and that votes are properly recorded. Take attendance at each meeting.

→ Seek outside assistance on technical matters. Obtain the assistance of the city or county attorney or retain the services of a qualified attorney for legal matters. Ask the attorney to read the agenda, minutes, policies and resolutions passed by the Board on a regular basis.

→ Publicize trustee actions. Publish minutes, reports and financial statements in local newspapers or library newsletters to inform the public. Consider placing copies of the minutes in the public library.

→ Trustees should not profit from their appointment to the Board. Avoid conflicts of interest, such as a trustee acting as the Board's attorney, investment advisor, banker, insurance consultant, accountant, or a purveyor of goods and services which the library buys.



Personnel

"Some of the most important things I know about libraries, I've learned from trustees. In addition to seeing the public library through my 'librarian' eyes, seeing it through their eyes has helped me tremendously."

— Mary Bushing, Library Consultant, Bozeman

Personnel

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Hiring the Director

One of the Board's most important responsibilities is hiring the director.

The needs of your library and your community will determine who will be the best person to fill the position. One Board may decide that imagination and energy are the most important characteristics the new director needs to have. Another Board might put more emphasis on administrative experience, while still others on education and library experience. Whatever combination of expertise and vision your Board determines is needed, the guiding directive should be that the Board is responsible for hiring the best candidate possible to direct the library.

Human Resources Standards and Services Bureau
http://hr.mt.gov/hrservices/homehr.asp

The process of hiring a new director begins long before recruitment advertisements are placed. Although only local trustees and officials can determine the type of person they want and need as director, Boards must organize their search and gather the needed information to conduct a legal and productive recruiting campaign.

Below are suggested guidelines to assist the Board in hiring the director.

1. Know the law

Before recruiting and hiring a director, the Board should learn about federal and state laws concerning equal opportunity, affirmative action and the issues of confidentiality, public information and documentation as they apply to the hiring process. The city or county human resources department can help the Board with this as well as with the hiring process as a whole.

The Board can also ask the city or county attorney to provide information about the legal aspects of hiring. Ask the attorney to give a short presentation to the Board, with time for questions. Understanding these issues is vital to conducting a legal recruitment and hiring.

2. Develop a recruitment timeline

The details of the schedule can be prepared by the search committee, once it is appointed, but the Board should determine the timeline for the hiring process. Realistically, the entire process will take from two to five months.

If the Board has plenty of advance notice (as in the case of a planned retirement, for instance), it is often possible to have a new director begin the day the previous director leaves. If the current director is leaving within a month of giving notice, the Board will need to appoint an acting director to serve while the recruitment process is under way. In this case, the Board needs to decide:

- Does it matter if the acting director will also likely be an applicant for the position?
- If the acting director is a current staff member, is he or she expected to handle the responsibilities of both positions?
- What is a fair salary for the acting director?
- How long do you anticipate the need for an acting director?

3. Develop a realistic budget

In developing a budget for the recruitment and hiring process, the Board needs to consider if and how much money is available to spend on:

- the acting director's salary
- advertisements (where and how often)
- out-of-town applicants' travel expenses for final interviews
- interviewing expenses, such as lunch with the Board
- long-distance telephone expenses for verifying applicant's employment history, level of education and references

4. Write a job description

Before recruitment begins, the Board needs to determine what exactly the director is to do and what qualifications are required. If the library has a job description for director on file, the Board should review this with the current director and update or revise it as necessary.

Librarianship is a technical, professional career. Even in the smallest library, the level of service, financial management, public relations activities and organization and selection of books and other materials all require some specialized knowledge and skill. Sometimes this expertise can be obtained through experience, but usually it is gained through formal education and training, leading to a master's degree in library and information science.

5. Determine salary range and benefits

Salary and benefits for the position of library director vary across Montana, depending on the resources of each community. The Board has the legal right

to set the director's salary and benefits. Considerations may include any or all of the following:

MCA 22-1-310
http://data.opi.mt.gov/bills/mca_toc/index.htm

- Library budget
- Current director's salary and benefits
- Existing personnel policy and salary scales
- Policy and practices of the governing body (if applicable)
- Comparison of the salary structure of other local government employees with similar responsibilities and qualifications
- Negotiation, if necessary, with funding bodies to obtain the necessary funds to allow the library to pay an equitable salary for the level of expertise required

6. Establish a search committee

A search committee allows the community to become involved in the selection process. The size of the committee depends on the community, but seven or eight members allows representation of various segments of the community that have an interest in the library. Possible members are:

- at least two trustees
- a library staff member if there are at least three employees other than the director
- a city council member or county commissioner, depending on the governing structure of the library
- the president of the Friends of the Library and/or a member of the library foundation board, should those organizations exist in your community
- a school board member or school administrator
- one or two members of the community at large, such as a parent of a preschool library user and a representative from the chamber of commerce

The goal is to have good community and political involvement in the hiring process. That said, the Board needs to give clear guidance to the committee when the members are appointed. The Board chairperson often serves as the chair of the search committee.

The role of the committee is to do the planning, recruiting and initial screening of applicants. The Board should decide before the committee is appointed how much involvement it wants the committee to have in selection of finalists. The committee could be asked to interview finalists and make recommendations to the Board for first, second and possibly third choices.

Once formed, the search committee's tasks are as follows:

◆ **Round out the job description and qualification requirements**
A good place for the committee to start is by listing characteristics. For example:

Personal qualities: What kind of person do we want?

- enthusiasm
- willingness to work hard
- cooperative attitude
- service attitude
- friendliness
- leadership skills

Administrative skills: What kind of experience as an administrator and what kind of management training do we want applicants to have?

- budget preparation and administration
- personnel and volunteer management
- good communicator, with public speaking abilities and good writing skills
- time management skills
- computer skills
- facility management

Professional competencies: What does the director need to be able to do?

- Explain and implement the philosophy of public library service, including the concepts associated with intellectual freedom, as expressed in the Freedom to Read statement and the Library Bill of Rights of the American Library Association.
- Understand and practice the principles of material selection and acquisition for library material in a variety of formats.
- Implement the cataloging and classification scheme used by the library (usually the Dewey Decimal Classification).
- Provide information service to the patrons of the library through an understanding of the reference interview process and the use of standard information or reference sources.
- Organize and conduct programs for adults, students and preschool children, as needed by the library.

◆ **Develop a detailed timeline**

Be realistic in preparing this timeline and then maintain the schedule if at all possible. If unforeseen delays do occur, the schedule should be revised and the public informed. Include in the timeline:

- Dates for recruitment advertising
- Date and time of application deadline
- Dates of application review period and recommendations made to the Board
- Approximate interview dates (at least "the week of....")
- Target start date for new director
- Dates and times for search committee meetings (meetings should be scheduled well in advance so members can be available to accomplish the various tasks of the process)

◆ **Establish review criteria**

Establish the process and criteria by which the applications will be initially reviewed, based on the requirements determined in completing the job description. The Board can contact the city or county human resources department or attorney for assistance in developing review criteria. Some of the basic criteria used to screen applications might include:

- Submitted within the advertised deadline
- Inclusion of both resume and cover letter
- Completed application form (if form is necessary, be certain that it meets current legal requirements; for example, it cannot include questions about age, race, children, marital status, etc.)
- Basic educational requirements met and verified by the committee chair or a designated committee member
- Basic experience and reference requirements met and verified (This process is often conducted by calling each previous employer and reference, and asking specific, pre-determined questions. Replies should be noted on a form for each applicant.)

◆ **Establish ranking criteria**

Applicants meeting the basic review criteria will then be ranked by the committee, so the process and criteria for ranking must also be developed. At the very least, score sheets should be prepared for committee members to use to evaluate each applicant's ability to meet the requirements in library and management ability, experience and knowledge.

◆ **Implement initial recruiting process**

After completing the previous steps, the search committee advertises the position, checks the basic qualifications and ranks the applicants according to the plan. It then meets and shares its rankings or scoring of the applicants, arriving at a consensus concerning its recommendations for finalists to be interviewed by the Board.

On occasion, the search committee might find that too few, or even no, applicants meet enough of the criteria for the committee to comfortably recommend finalists to the Board. If that is the case, the committee may want to recommend that the Board establish a new timeline and re-open the search with the same criteria and salary/benefits as before.

Or, perhaps the search committee might recommend that the Board review the job description and qualifications in light of the salary offered. The Board might need to take one of the following actions.

- Find a way to increase the salary and benefits to attract individuals qualified for the position.
- Reduce the qualifications to allow consideration of less-experienced or less-educated applicants. If the Board takes this course of action, it needs to rank—in order of importance—the skills, knowledge and qualifications it originally desired to avoid compromising in vital areas of need.
- Determine if it is possible to compromise on some of the qualifications if an applicant was willing to be hired as a trainee for a period of time, during which the individual would acquire specific skills or knowledge through formal classes, workshops or individual learning.

The Wrong Question

Due to federal law, certain questions cannot be asked of job candidates. Questions to avoid when interviewing candidates include:

✗ Age
✗ Date of birth
✗ Religion or church affiliation
✗ Father's surname or mother's maiden name
✗ Marital status
✗ What languages they speak (unless it is a job requirement)
✗ How many children they have, their children's ages and who will care for the children while applicant is working
✗ Financial information not related to compensation
✗ If they served in the military of any foreign country

◆ **Notify candidates and set up interviews**

After the search committee gives its recommendations for finalists to the Board, it then notifies the candidates and schedules interviews. The committee will also structure the interview process. It should always include:

- structured questions prepared ahead of time and asked of all candidates, to ensure they are all treated consistently
- standard evaluation sheet and scoring scheme
- adequate time for discussion, as the interview is a mutual evaluation process
- brief tour of the library

In addition, the search committee might arrange for some or all of the following activities to be part of the interview.

- Assessment exercises (use the library collection)
- Interview with the search committee (with a report and recommendations to be made by the committee to the Board)
- A social event such as a reception with local officials or simply lunch or dinner with the Board
- Tour of the community

7. Conduct the interviews

Once the search committee schedules and structures the interviews with the finalists, the Board conducts them.

As a trustee, you need to be knowledgeable about what you can and cannot ask during an employment interview. Your questions must be related to the job description and how the applicant will perform the job. For example, you may ask why the applicant left former places of employment and what kind of references the applicant would receive from former employers. You can also ask if there are hours or days that the applicant would be unavailable to work. But you cannot ask questions such as the applicant's age (see "The Wrong Question," on facing page).

Given the legal regulations affecting employment interviews, it is important that trustees follow the prepared questions when interviewing director finalists. Trustees are encouraged to consult with the city or county attorney or human resources department for additional interview guidelines.

8. Select the new director

The Board selects the new director through discussion and by ranking the candidates based on the predetermined selection criteria. In addition to reaching a consensus on their first choice, trustees should also determine their second and third choices at this point, in case the selected candidate turns down the Board's offer or the Board and candidate cannot reach an agreement about the terms of employment.

This phase of the hiring process includes the following steps.

- Make a verbal offer to the selected candidate, including salary, benefits, anticipated starting date and length of the probationary period, if any, followed by a verification of the offer in writing. If the candidate accepts the offer, ask for a written confirmation of acceptance and the specific terms.
- If the first candidate declines the offer, offer the position to the second candidate or consider options such as re-opening the position or reviewing the salary and qualification requirements.
- After receiving written confirmation of acceptance from the candidate, write all other candidates to thank them and inform them of your decision.
- Officially thank the search committee and all those involved in the hiring process.
- Take care of practical arrangements, such as providing assistance with the new director's relocation to your community, if applicable.
- Welcome the new director and introduce the individual to staff, local government officials and others in the community.

9. Notify the public

Before the new director begins work, the Board should send news releases to the local media and other appropriate organizations. The State Library should also be contacted.

10. Monitor the probationary period

A probationary period of six months to a year is common practice for new directors. The Board should informally evaluate the director's performance midway during this period, and then do a formal evaluation at the end of the probationary period to determine whether to retain or dismiss the director. Future evaluations should be done on an annual basis (see Chapter 10, Evaluating the Director).

Montana Library Certification Program

Montana Certification Program Manual
http://msl.mt.gov/slr/Certification/certman.pdf

The Montana State Library Commission requires that library directors of libraries serving populations greater than 25,000 people have a graduate degree in library or information science. For communities with service area populations less than 25,000, library directors without a master's of library science degree must have professional certification as defined by the Montana Library Certification Program. To learn more about the program, or to receive a copy of the *Montana Library Certification Program Manual*, contact the State Library. The publication is also available on the State Library's web site.

Local Boards may require certification of other staff as well. Trustees are also encouraged to participate in the program as continuing education is essential for ongoing development and enhancement of library services.

The goals of the Montana Library Certification Program are to:

- Improve library services throughout the state.
- Assist public library directors in meeting the library certification standard adopted by the State Library Commission.
- Encourage library directors, staff and trustees to acquire and improve their skills through basic and continuing education.
- Recognize those who continue to update their skills and knowledge to provide better library services.
- Improve the public image of librarians and libraries.
- Provide guidelines for Boards to use to select and retain personnel.

When a new director is hired, he or she should enroll in the Montana Library Certification Program. This requires the completion of an enrollment application and an enrollment fee. The library director will have three years to complete the required hours of continuing education credits.

Certification needs to be renewed periodically.

Working with the Director

How the Board interacts with the library director can have as much impact on library services as anything else the Board does. The two must work together closely, but they have very distinct areas of responsibility. Building a relationship of mutual respect and clear communication will ensure that both the Board and the director can do their jobs well.

The first thing to realize in working with the library director is that the director reports to the Board as a whole not to individual trustees. Therefore, a trustee cannot give orders or suggestions to the director unless the action is approved by the entire Board.

While the library director reports to the Board, the Board does not supervise the director's day-to-day activities. The Board's role is to define the director's duties in a written job description and perhaps prepare an annual work plan based on the library's long-term plan (see Chapter 15-2, Planning for the Future). It is then up to the library director to determine how she or he will perform those duties.

That said, the Board still needs to be aware of what the library director does as part of the Board's accountability to taxpayers. The Board should conduct an annual evaluation of the director's performance (see Chapter 10, Evaluating the Director, for detailed information) but the Board needs to have additional processes for staying current on the director's activities. For example, the Board can ask for a monthly report from the director.

By asking questions and showing an interest in what is happening at the library, the Board shows that it cares about the library and the director. As in any work situation, expressing interest and respect increases morale and productivity.

Motivation

A good employer knows how to motivate valuable employees. Although the Board and library director do not have a typical employer/employee relationship, the Board still has a role to play in keeping the director motivated to do his or her best job possible.

Different people are motivated by different things. The Board will have to learn what the director values and desires. For instance, does he or she value a challenging position above all else? Is recognition important? What about child care, additional staff members or increases in pay? After asking the library director what is important to him or her, and why, the Board can try to find a way to make it happen.

One simple thing that helps keep people motivated is acknowledging their accomplishments. Be specific. Rather than saying, "Good job," for example, say, "I like how you handled that angry customer. Your patience, willingness to listen and determination to solve the problem kept the situation from escalating." By being specific, you show respect and caring.

Salary and Benefits

Compensation is often the hardest issue to deal with as a Board trustee. Although wages are a basic element in job satisfaction, low pay is a problem in the library field as a whole and particularly in rural areas where city and county budgets are tight. Nonetheless, it is up to the Board to try and ensure that the director receives a competitive salary and benefits. The director is a key factor in the quality of services a library can provide its community, and a director who is well satisfied with the position is likely to do a much better job of serving the community than one who is unhappy.

To determine if your director's salary should be increased, compare it to that provided by other libraries of the same size as well as to the compensation paid to department heads in other public and private organizations. If the salary is too low, talk to the appropriate government officials about increasing it. Perhaps more of the budget can be allocated to the director's salary, or the budget can be increased. It may take several attempts for your efforts to bear fruit.

Once the base salary of the director is improved, the Board should address raises and benefits. Cost of living raises are standard elements of a fair compensation plan. If the library is not part of a government compensation system, health insurance is another benefit to consider.

If the library simply cannot afford to offer standard raises and benefits, the Board can compensate the library director in nonmonetary ways. Consider giving the director some time off with pay, for instance. Trustees can also always publicly acknowledge the director's hard work, as well as volunteer for projects that lighten the director's responsibilities.

The Board's efforts can make a big difference in the library director's working conditions. Remember: being an advocate for the library also means being an advocate for the director.

Continuing Education

Because librarianship is always changing, it is important that the library director stay informed about innovations and advancements in the profession. Continuing education is the best way to do this. In fact, the director is required to participate in continuing education under the Public Library Standards, which the library must meet to be eligible for state aid. The standards state that directors must be certified through the Montana Library Certification Program. Certification and renewal of certification both specify the number of continuing education credits required and the time allowed for earning the credits. (See Appendix B, The Public Library Standards, and Chapter 7-9, Hiring the Director, for more on the Montana Library Certification Program.)

Because the contined education of the director is so important, the Board is strongly encouraged to support the director's efforts to attend training. This includes both approval of time off with pay to travel to workshops and conferences, and financial assistance for registration fees and other expenses. A director should not be asked to attend continuing education opportunities on personal time or at personal expense. A director who is well trained and who continues to learn about the library profession is an asset to the library and the library's patrons.

Common Missteps

There are legal limits to what the Board can ask of its library director. One of the most common mistakes made by Boards is asking the library director to work more hours than she or he is paid for. Many library directors go above and beyond what is required and give extensively of their personal time to the library without being asked to do so. As a Board member, not only should you not ask them to volunteer their time, you should make it a goal to see that they are paid for actual hours worked.

Some trustees will ask the library director to work holidays reasoning that the director is being paid for the day and so should work it. In some cases, this is illegal. It can also be demoralizing, especially if the director already receives few benefits as is the case in many libraries in Montana.

Finally, don't micromanage. After the Board and the library director have agreed on the director's job responsibilities, the Board must let the director take the lead. Problems need to be addressed, but even in these cases, the situation needs to be handled with respect. Step back and ask yourself if there really is a problem or if the situation is just a difference of opinion or style. There are different ways to reach the same goal of providing the community with excellent library services.

Working with the Library Staff

Although decisions by the Board affect working conditions, salaries and other aspects of typical employer/employee relationships, you as a trustee need to understand and respect the chain of command in which the director reports to the Board and the staff reports to the director.

Under this structure, the Board:

- ✔ has no direct responsibility for day-to-day supervision of staff other than overseeing the director. Board members have no authority to issue orders to staff or make demands of them except through the director.

- ✔ has no direct responsibility for assessing staff performance other than that of the director. The director is expected to give the Board regular reports about staff performance.

- ✔ does not usually act on complaints from the staff. Should a staff member ignore the command structure and take concerns and complaints to a trustee, or the entire Board, it is the trustee(s)' responsibility to remind the individual about the proper procedure.

This command structure is designed to make things work, not to hinder communication. Failure by any trustee to adhere to this structure can result in organizational problems. Not only is the director's authority compromised, so too is the director's job performance. The Board will not be able to hold the director accountable for staff performance if trustees get involved in staff management.

In addition, staff morale will be damaged. Staff will not have a clear understanding of who is in charge and to whom they will be accountable. And once the precedent is set, staff will believe they can go to the Board with every issue, resulting in the director becoming an ineffective figurehead without real authority.

A Team Effort

Acceptance of the command structure does not mean that a wall is placed between the Board and the library staff. The Board, director and staff need to view themselves as part of the same team, with the same mission - service.

Board members may often work with the library director and staff members on committee work. All are involved in long-range planning and building community awareness and support.

As a trustee, you should show concern for the well-being of the staff. The Board should be concerned about retention of good staff, especially as it relates to budgeting pay and benefits. In addition, the Board should work with the director to recognize and acknowledge good performance and say thanks to staff through specific Board action.

Adapted from The Board Team Handbook: A Complete Guide to Boardsmanship Basics for the Board Team of the 90's, published by the Cain Consulting Group, 1992.

Evaluating the Director

Trustees evaluate the director all of the time—by what they see in the library, what they hear from the public and what they perc eive as the library's reputation in the community. But that informal consideration does not take the place of a formal review of the director's performance.

There are several good reasons for an annual evaluation. It:

- → Provides the director with a clear understanding of the Board's expectations and its perceptions of how those expectations are being met.
- → Identifies the Board's concerns and initiates a procedure for actions to be taken.
- → Creates an opportunity to review and acknowledge the director 's accomplishments as well as to establish a record of unsatisfactory performance if there is ever cause to terminate employment.
- → Demonstrates sound management and accountability to community officials and the public.

Boards often delegate the task of developing a preliminary evaluation of the director to the personnel committee or a specially appointed committe, especially if particular trustees have experience in human resource management. The key is to be consistent and decide ahead of time who will take part. Although a special committee can do the preliminary evaluation process, the entire Board should review, discuss and approve the final written evaluation.

To be effective, the evaluation process needs to match the specific local situation. The current trend in employee evaluations is toward clearly stated performance goals and measured outcomes. The clearer the expectations, the easier the process will be. In fact, the evaluation process is dffi cult only when the Board is unsure of what process to follow or what criteria to use.

The Basis for the Review

Although your specific library situation will determine what you will consider when evaluating the director's performance, the starting point should always be the director's written job description. This document must be kept up to date so that it is a realistic statement of the work that the Board expects the director to do. A director should never be faulted for failing to do something that was not agreed upon at the time of hire or at a later Board meeting.

During the evaluation, the director and Board can agree on a list of objectives that can be used as a basis for evaluation the following year. The list should be closely related to the library's long-range plan (see Chapter 15-2, Planning for the Future). It is important to remember that it might not be possible for the director to meet all of the objectives and that failing to do so does not necessarily indicate poor job performance. More important to consider when evaluating objectives are the progress, initiative and willingness of the director to expand the limits of his or her work and understanding.

Other important parts of the review are the success of the library in carrying out service programs and resource management. Monthly financial statements, statistical reports and other management documents offer a more reliable assessment of the library director's performance than do subjective comments from individuals.

As part of the performance evaluation, it can be helpful to have the library director fill out a copy of the evaluation form as a self-assessment. Comparison of the director's form and the committee or Board's completed form will establish areas of agreement and indicate work to be done in resolving differences. The Board can decide if the director's self-assessment is to be considered part of the permanent record. Either way, the director should have the opportunity to respond in writing to reviews if she or he chooses to do so. No performance review should ever be placed in a personnel file without the knowledge of the director.

All discussions of the director's job performance should be carried out in legally posted and conducted meetings. (See Chapter 4-4, Complying with the Law, for more information about the Open Meeting Law.)

Prevent Surprises During the Annual Performance Evaluation

- ✔ Work with the director to resolve performance problems when they occur.
- ✔ Be willing to discuss the issue and offer solutions.
- ✔ Acknowledge good work and accomplishments.

Review Criteria

Sample of evaluation forms are included at the end of this chapter (beginning on page 10-7). These can be adapted to your library situation and your director's written job description. The following list gives you some points to consider in finalizing the evaluation process and considering a list of objectives for the coming year.

Preparing and managing the budget

- Is all the necessary staff work completed in a timely manner prior to presentation to the Board?
- Does the budget cover all necessary expenses?
- Are funds allocated or reserved for unanticipated contingencies?
- Are the funds effectively allocated?
- Are midcourse corrections minimized?

Managing the staff

- Are positive management/staff relations maintained?
- Are fair and equitable policies proposed for Board adoption and then fairly administered?
- Have grievances been filed? If so, what is their nature?

Professional state-of-the-art awareness

- Are innovative methods of service delivery, technical processes, etc., studied thoroughly; implemented only after they fit the needs of the institution and are proven to be cost effective?
- Does the director maintain an adequate knowledge of the current state-of-the-art?
- Is the staff encouraged and assisted in maintaining an awareness of technological advances in the profession?
- Conversely, how prone is the director to adopting change for change's sake?

Collection management

- How adequate is the library's program of determining user needs/wants and translating these into acquisitions and services?
- Have adequate criteria been established to enable the library to react systematically to materials budget cuts?

Implementation of Board decisions

- Are Board decisions implemented on a timely basis?
- Once a decision has been made, does the director fully and enthusiastically back Board decisions or are they sometimes presented to staff in an apologetic or deprecatory manner?

Use of the library

- How effectively are library services communicated to the public?
- Is a realistic balance established between promotion of services and budget constraints?
- Are circulation trends and in-house use adequately analyzed and are there appropriate reactions to the results of such analyses?
- How well is information on new services communicated to the public?

Development of staff

- Are potential managers encouraged to develop career goals?
- Are internal candidates for promotion competitive with outside candidates for management positions?
- Does the director adequately justify the need for, actively campaign and adequately account for staff development funds?
- Is cross-training leveraged to provide service to the public?

Utilization of staff

- Is there a clear separation of professional and clerical tasks for staff guidance?
- Have peak service hours been identified and staff deployed accordingly?
- Are functions analyzed periodically with the objective of combining, eliminating and/or creating new positions?

Community development

- How active is the director in the community?
- Is the director "visible" to large segments of the population?
- Is the director available for speaking engagements in the community?

Activity in professional organizations

- Does the director actively participate in MLA, ALA, PNLA, etc.?
- Does the director hold office in professional organizations?

- Has the director published articles in professional journals?

Policy recommendations to Board

- Is adequate staff work completed prior to presentation to the Board?
- Are reasonable alternatives recommended?
- Are policy recommendations generally proactive rather than reactive?
- Are policy recommendations usually necessary and appropriate to the efficient operation of the library?

Friends of the Library

- Has the director actively promoted the formation and/or maintenance of a Friends group?
- Does the director provide adequate support to the organization?
- Has the director helped define the role of the Friends group?

Maintenance and construction of physical plants

- Within the imposed budgetary constraints are the buildings and grounds adequately maintained?
- Does the director have an outgoing program that provides adequate information on the need for new and/or remodeled facilities?

Establishing priorities

- Are the director's recommended priorities in concert with the library's mission as defined by the Board?
- Do these priorities appropriately reflect community needs?
- Are priorities established proactively or reactively?

Staff selection

- Is staff selection accomplished at appropriate supervisory levels and with adequate use of staff resources?
- Is adequate emphasis placed on equal opportunity employer/affirmative action and is the director's commitment to these principles communicated to the staff?
- Is the selection process designed to ensure the selection of the best person for the job?

Short- and long-range planning

- Do the director's short- and long-range plans reflect Board priorities?
- Are the short- and long-range plans updated on a continuous basis to reflect changing circumstances?
- Are the director's accomplishments in sync with the short- and long-range plans?
- Are the short- and long-range plans flexible enough to allow for changing circumstances?
- Does the director provide adequate information to the Board on the implementation, revision, etc., of short- and long-range planning?

Miscellaneous rating factors

- Are "hard decisions" made and implemented or are they deferred or ignored?
- Does the director display adequate initiative or rather merely react to necessities?
- Is the director objective in making the necessary decision or do personal prejudices intrude too often?
- Is the director consistent in decisions that affect the staff and/or public?
- Is the director open with the Board or does a "hidden" agenda intrude too often in the relationship?
- Does the director set an example for the staff through professional conduct, high principles, business-like approach, good work habits, etc.?

Evaluation Form – Sample 1

Name:	Evaluation Period:

Responsibilities	Expectations and Goals	Comments

Overall Performance	
Comments:	Performance Rating: ___Above satisfactory ___Satisfactory ___Below satisfactory Employee: ___ Agree ___Disagree Signature _____ Date _____

Evaluation Form – Sample 2

CRITERIA FOR DIRECTOR'S EVALUATION

Budgeting and Financial Management:

- Manages the library's resources appropriately
- Involves Board members appropriately in managing library resources
- Prepares budgets and oversees preparation of financial statements so Board members can understand them

Communications

- Attends all Board meetings and participates appropriately
- Writes well-written reports and proposals, containing enough information to help Board members make informed decisions without being wordy or lacking in essential details
- Represents the library at important state, regional and national meetings and reports on significant happenings
- Communicates appropriately with elected officials, Friends of the Library, patrons and others
- Is responsible for public relations, effectively communicating library services to the public

Physical Plant:

- Supervises the general maintenance of buildings and grounds
- Informs Board of the status of building and grounds

Policies and Guidelines:

- Recommends policy changes as needed, with suggested wording
- Implements Board policy and guidelines appropriately

Staff Recruiting and Supervision:

- Keeps the Board informed about staff changes
- Administers salaries, involving the Board appropriately
- Delegates responsibility and authority to staff members in a way that empowers them to do their jobs well and accomplish the mission of the library

Staff Training:

- Prepares and presents training opportunities for staff members and trustees
- Attends appropriate continuing education opportunities

LIBRARY DIRECTOR PERFORMANCE APPRAISAL

Goal Setting:
The following are goals agreed upon by the director and the trustees for the director to accomplish during the next twelve months:

Comments:

1. Noteworthy accomplishments of the director during the past year have been:

2. Situations that might have been handled differently were:

3. Additional comments:

From Richards Free Library, Newport Regional Library, Newport, New Hampshire, 2005

Evaluation Form – Sample 3

Job Title: Library Director

Name: _____ Date: _____

Reason for Evaluation: End of probation ___ Annual ___ Final ___ Other _____

Administrative Services Duties:

1. Act as the Board's executive officer.
2. Serve as the technical adviser to the Board.
3. Implement the policies of the library as established by the Board.
4. Prepare the draft of the annual library budget for Board discussion and approval.
5. Participate in the presentation of the adopted budget to local officials.
6. Receive and expend library funds according to established guidelines and maintain accurate and up-to-date records showing the status of library finances.
7. Recruit, select, hire, supervise, evaluate and terminate if necessary library staff in conformity with library policy and state and federal law (and any applicable local civil service regulations and/or union contracts).
8. Prepare Board meeting agendas and necessary reports in cooperation with the Board president, and notify Board members of scheduled meetings.
9. Prepare state annual report for review and approval by the Board.
10. Inform and advise the Board as to local, regional, state and national developments in the library field and work to maintain communication with other area libraries and the library system.

Rating: Excellent < 6 5 4 3 2 1 > Poor

Narrative evaluation and assessment of effort in achievement of annual objectives:

Collection Management Duties:

1. Select or direct the selection of materials for all media and all age groups, based on the library's approved collection development policy.
2. Catalog and classify library materials according to accepted standards and maintain the public catalog.
3. Process materials to provide appeal, protection and control.
4. Develop and maintain a regular weeding schedule.
5. Periodically review the collection development policy and make recommendations to the Board for revisions.
6. Oversee the shelving and organization of materials.
7. Prepare and distribute overdue notices to users with overdue or lost materials.
8. Maintain an accurate and up-to-date database of user registrations and activities, including information adequate to support reimbursement requests for nonresident borrowing.

Rating: Excellent < 6 5 4 3 2 1 > Poor

Narrative evaluation and assessment of effort in achievement of annual objectives.

Service and Service Promotion Duties:

1. Develop and execute an array of service programs to address the various needs of users and to make the library more accessible to all. These might include: preparation and dissemination of bibliographies of popular topics and genre collections; tours of the library for school, daycare and home-school groups; inclusion of interesting displays of an educational or cultural nature; presentations to local organizations or groups on the benefits offered by the library; provision of storytime sessions for small children, and teen and adult book discussion sessions; support of a summer reading program; acquisition of special materials and provision of accommodations to encourage use of the library by individuals with special needs; development of a home-bound service for residents unable to visit the library.

2. Provide friendly and efficient direct assistance to users checking out materials, requesting directional or community information or seeking materials or information on specific topics.
3. Prepare news releases and submissions to the media to announce new or special services and events that spotlight the library.
4. Assist and guide local volunteer groups (e.g., Friends of the Library) who wish to help with library promotion, fundraising and enhancement of services.
5. Prepare grant applications, when grant opportunities are offered, to supplement local funding of library operations and development.
6. Maintain records showing all programs offered and number of attendees at each.
7. Continually investigate the value, costs and logistics of adding library services, new media and new technologies to keep the library current and proactive in its service provision to the public.
8. Conduct on-going evaluations of existing library programs, services, policies and procedures, and submit recommendations for improvements to the Board.

Rating: Excellent < 6 5 4 3 2 1 > Poor

Narrative evaluation and assessment of effort in achievement of annual objectives.

Facilities Management Duties:

1. Oversee care and maintenance of the library building and grounds.
2. Oversee the work of custodial staff.
3. Regularly review building needs and advise the Board in its planning for future expansion or development.
4. Assess the adequacy of existing facilities in regard to the provision of automated services.

Rating: Excellent < 6 5 4 3 2 1 > Poor

Narrative evaluation and assessment of effort in achievement of annual objectives:

Director's objectives for the coming year (agreed to by Board and director):

Certification:

Board President's Signature_____ Date: _____

Library Director's Signature_____ Date: _____

From Trustee Essentials: A Handbook for Wisconsin Public Library Trustees *prepared by the DLTCL with the assistance of the Trustee Handbook Revision Task Force. Copyright 2002 Wisconsin Department of Public Instruction. This publication is also available at http://dpi.wi.gov/pld/handbook.html*

Evaluation Form – Sample 4

Form Instructions:
1. Each Board member should individually respond to this form.
2. To help in completing the form, Board members can refer to past Board minutes, usage statistics, program results and other information sources from the year.
3. Return the completed form to the Board President for inclusion in the Summation Form that will be used during the face-to-face meeting with the director.

Scale: E = excellent S = satisfactory N = needs improvement U = unknown

Area of Organizational Health	*Rating*			
Customer Service & Community Relations				
• Level of patron satisfaction	E	S	N	U
• Customer service received by patrons	E	S	N	U
• Consistent application of policies that affect the public	E	S	N	U
• Services are communicated to the public effectively	E	S	N	U
• Working relationships and cooperative arrangements with government officials, community groups and organizations	E	S	N	U
• Awareness of community needs	E	S	N	U
• Mechanisms are in place to hear from patrons and the community at large	E	S	N	U
• Library is being marketed to the community	E	S	N	U

Comments

CS&CR TOTALS: E___ S___ N___ U__

_

Organizational Growth:				
• The library is making progress on its long-range plan (LRP)	E	S	N	U
• Services to meet the goals and objectives of the LRP are carried out with staff and trustee involvement	E	S	N	U
• Goals and objectives are evaluated regularly	E	S	N	U
• Creativity and initiative are demonstrated in creating new services and programs	E	S	N	U
• Collection is responsive to changes in the community	E	S	N	U
• The library is responsive to changes in the community	E	S	N	U
• Staff are aware of library's long-range plan, policies and activities	E	S	N	U

- There is a working knowledge of significant developments and trends in the field. E S N U
- Building and grounds are kept up and needed repairs and maintenance are done on a timely basis E S N U

Comments:

OG TOTALS: E___ S___ N___ U___

Administration and Human Resource Management:

- Work is effectively assigned, appropriate levels of freedom and authority are delegated. E S N U
* Job descriptions are developed; regular performance evaluations are held and documented. E S N U
- Personnel policies and state and federal regulations on workplaces and employment are effectively implemented. E S N U
- Policies and procedures are in place to maximize volunteer efforts. E S N U
- Staff development and education are encouraged. E S N U
- Staff understand how their role at the library relates to the mission. E S N U
- Library climate attracts, keeps and motivates a diverse staff of top-quality people. E S N U

Comments:

A&HRM TOTALS: E___ S___ N___ U___

Financial Management/Legal Compliance/Fund-raising:

- Adequate control and accounting of all funds takes place; library uses sound financial practices. E S N U
- Budget is prepared with input from staff and trustees; the library operates within budget guidelines E S N U
- Official records and documents are maintained; library is in compliance with federal, state and local regulations and reporting requirements (such as annual report, payroll withholding and reporting, etc.) E S N U
- Positive relationships with government, foundation and corporate funders are in place E S N U
- Funds are disbursed in accordance with budget, contract/grant requirements and donar designations E S N U

Comments:

FM/LC/F TOTALS: E___ S___ N___ U___

Board of Trustee Relationship:

- Appropriate, adequate and timely information is provided to the Board. E S N U
- Support is provided to the Board. E S N U
- The Board is informed on the condition of the organization and all important factors influencing it.
- The Board works effectively. E S N U

Comments:

BTR TOTALS: E___ S___ N___ U___

Additional comments:

Mid-Hudson Library System, Poughkeepsie, New York, 2006. For more trustee resources, see http://midhudson.org/trustee/main.htm

Finances

"As a trustee,I draw on my 30 years of experience working with city budgets. I also attend workshops and visit other libraries so I can contribute. I'm a trustee because I believe the library provides a valuable community service, and I love to read."

— Gerald Underwood, Trustee, Red Lodge Public Library

Finances

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— Gerald Underwood, Trustee, Red Lodge Public Library

Funding the Library

Sound financial management by the Board of trustees is crucial to ensure ongoing library services for the community. To prepare a budget, you need to know where the funds come from and how much revenue you can expect each year. In Montana, public library funding comes from local, state and federal sources. Private funding sources, however, are also important.

Local Funding Sources

The major source of public library funding in Montana comes from local property taxes, either through a specific mill levy or an appropriation from general funds. State law allows the governing body of a city or county with an established public library to levy a special tax in the amount necessary to maintain adequate public library service unless an increased mill levy is approved through a vote of the people.

MCA 22-1-304(2)
http://data.opi.mt.gov/bills/mca_toc/index.htm

In addition, emergency mill levies can be used as a source of funding for special needs. The timeline on the next page outlines the steps and timing necessary to pass a mill levy.

Libraries that receive funds from mill levies are eligible to receive prorated money from sources other than property taxes as well, such as ancillary taxes including motor vehicle taxes, oil and gas production taxes, motorcycle fees and so on. State law also allows the governing body of any city or county, or a combination of the city and county, to establish a library depreciation reserve fund. This money can be used to acquire property, make capital improvements and purchase equipment necessary for library services. City or county funds allocated to the library but not spent at the end of the fiscal year can be applied to the library depreciation reserve fund. The Board must request establishment of this fund.

MCA 22-1-305
http://data.opi.mt.gov/bills/mca_toc/index.htm

Support for libraries differs considerably among cities and counties in Montana because taxable valuation and the amount levied varies from place to place. Initiative 105, passed by Montana voters in 1986, significantly com-

pounded funding problems for libraries by freezing the level of local property taxes from which public libraries receive most of their funding. A petition and election process is now often required to secure adequate library funding.

MCA 22-1-304(2)
http://data.opi.mt.gov/bills/mca_toc/index.htm

Your Board can explore local options with the city or county budget officer.

Suggested Mill Levy Timeline

January - March	Board defines goals and prepares budget for upcoming year,determines if an exceeded mill levy election will be needed.
April - May June - July	Trustees communicate with city or county commissioners about budget and the exceeded mill levy needs.
August - September	Board seeks out the legal requirements and ballot language.
October - December	Trustees recruit for Board/citizens' task force and appoint task force members.
January	Task force identifies funding sources and develops the petition. Task force presents recommendations to the trustees.Trustees adopt task force recommendations and support petition.
February	Task force circulates petition, which must be signed by at least five percent of the resident taxpayers.Trustees meet with city or county clerk to review ballot language.Trustees and commissioners meet to discuss petition and election. Trustees and task force hold an informational meeting about the adopted mill levy vote.
March - May	Board files petition with governing body at least 90 days prior to the general election. Task force recruits a citizens' campaign committee.
June	Citizen's campaign committee prepares facts, fliers and other materials; holds information meetings for the public; and implements other steps in publicity campaign.
	Election*

**Develop comparable timelines for elections not in June by working back from the date of election.*

State Funding Sources

There are two state funding sources for Montana's public libraries: the Information Access Montana Act and the Coal Severance Tax. To receive this funding, public libraries must meet the essential standards as described in the Public Library Standards (see Appendix B).

Information Access Montana Act

State aid to public libraries is provided through the Information Access Montana Act (IAMA) passed by the Montana Legislature in 1989. The act is designed to broaden access to existing information by strengthening public libraries, augment and extend services provided by public libraries, and permit new types of library services based on local need. IAMA is administered by the Montana State Library Commission.

MCA 22-1-325 – 22-1-331
http://data.opi.mt.gov/bills/mca_toc/index.htm

IAMA funds may not take the place of general operating funds. The law allows the Commission to withhold these funds when there is a reasonable link between the reduction in local funding and the receipt or expectation of IAMA funds. In such cases, the reduced funding from a mill levy or local government appropriation must be less than the average amount the library had received from these sources the preceding three fiscal years.

IAMA stipulates four types of state aid:

1. **Per capita and per square mile**. This aid is based on a population distribution formula. The amount of money received by individual libraries can change as the population distribution changes. When Montana's population increases, the funds per person are less. These funds are distributed annually, and the local libraries receive the money by the end of September.

MCA 22-1-327
http://data.opi.mt.gov/bills/mca_toc/index.htm

ARM 10.102.4003
http://arm.sos.mt.gov

2. **Interlibrary loan reimbursement program**. Libraries participating in the statewide interlibrary loan program are reimbursed according to the rules adopted by the Commission. Interlibrary loan reimbursement checks are distributed to libraries by the end of September each year. Changes to this program were being considered when the *Trustee Handbook* went to press. The State Library will keep Montana libraries and trustees updated on all decisions about this program.

MCA 22-1-328
http://data.opi.mt.gov/bills/mca_toc/index.htm

ARM 10.102.4003
http://arm.sos.mt.gov

MCA 22-1-329
http:/data.opi.mt.gov/bills/
mca_toc/index.htm

MCA 22-1-331
http:/data.opi.mt.gov/bills/
mca_toc/index.htm

ARM 10.102.5106
http://arm.sos.mt.gov

3. **State multilibrary card.** This section authorizes the Commission to develop a program allowing Montana libraries to issue residents a statewide multilibrary card (as defined in MCA 22-1-301). This program has not been developed because funding has never been authorized.
4. **Base grants.** Each public library receives a base grant to support the cooperative activities and services of the six library federations in the state (see Chapter 18-5, Libraries and Library Organizations for more on federations). The funds are sent to federation libraries by the end of September. The libraries may use the grants to fund projects that maintain or improve cooperative library services and activities within the federation or state.

Coal Severance Tax

MCA 15-35-108;
MCA 22-1-401 -
22-1-413
http:/data.opi.mt.gov/
bills/mca_toc/index.htm

ARM 10.102.5102
http://arm.sos.mt.gov

In 1979, the Montana Legislature designated that a portion of the state severance tax on coal mining go to the library federations to help local libraries provide basic services. The federation libraries receive the annual funds by the end of September. Each federation submits an annual plan of service to the Commission for approval that details how the funds will be spent. (For more on federations, see Chapter 18-5, Libraries and Library Organizations.)

Federal Funding Sources

On occasion, federal grants for specific programs become available for libraries. Trustees and directors can learn about these and other grant opportunities through library literature.

Two of the most common sources of federal funds for library services in Montana are the Library Services and Technology Act and the Telecommunications Discount Program (E-Rate).

Library Services and Technology Act

IMLS
www.imls.gov

The Library Services and Technology Act (LSTA) grant program is designed to serve all types of libraries: public, academic, research, school, special and consortia libraries. Administered by the Institute of Museum and Library Services (IMLS), a federal agency, LSTA provides annual funding to all state library agencies to "develop library networks to share library information resources across institutional, local and state boundaries and to reach those for whom library use requires extra effort or special materials."

The act also authorizes a national grant competition for education and training, research and demonstration, preservation and digitization, and models of cooperation between libraries and museums. In addition, IMLS provides grants to improve Native American and Native Hawaiian library services.

In Montana, the State Library Commission administers LSTA grant funds. The amount of money received each year varies, depending on the funding LSTA receives in each federal budget. The funds awarded to Montana are used for State Library programs, such as the Talking Book Library and the Library Development Department, or for statewide projects such as the Montana Library Network and Montana Shared Catalog.

Telecommunications Discount Program (E-Rate)

Schools and Libraries Division, USAC E-Rate Fund Administrators
www.universalservice.org/sl

Since 1997, the federal Telecommunications Discount Program has provided Montana libraries discounts on eligible telecommunications services ran ging from 20 percent to 90 percent, depending on economic need and location. Commonly referred to as the "E-Rate program," it is administered through the nonprofit Universal Service Administrative Company (USAC), which was established by the Federal Communications Commission (FCC) to implement the Telecommunications Act of 1996. The Schools and Libraries Division of USAC administers the schools and libraries program.

The determination of economic need is based upon the percentage of students eligible for participation in the national school lunch program. Libraries use a weighted discount percentage, which includes fi gures for all of the schools in the school district in which the library is located.

Money Matters

The Board is responsible for ensuring that there are adequate funds for all operations of the library. This vital function requires that Board members:

- ✔ understand library funding laws
- ✔ have a knowledge of other funding sources
- ✔ develop a working relationship with the appropriate governing body
- ✔ be willing to seek prospective funding sources for the library
- ✔ ask other libraries how they meet their funding needs
- ✔ explore ways of sharing resources with other libraries
- ✔ explore community resources
- ✔ be innovative

Services covered by E-Rate range from basic local and long-distance phone services to Internet access services. Acquisition and installation of equipment to provide networked access to these services are also covered.

To apply for E-Rate discounts, a library must meet the Montana Public Library Standards. For Internet discounts, a library must develop, submit and receive approval of a technology plan to ensure that the library has the ability to use the discounted services once they are purchased. (For more information on technology plans, see Chapter 15-4, Planning for the Future.)

Other Funding Sources

As funding needs increase, many libraries seek grants from foundations, corporations, endowments and government agencies. Local businesses are another option. Boards can solicit funds from these businesses directly or determine if the business has a community support program. The Board might also want to explore partnerships with civic organizations for special products or fund-raising activities. Possible groups include the Kiwanis, Rotary Club, Jaycees, Lions, League of Women Voters and local youth groups.

Another consideration for the Board is to encourage endowments from individuals or memorials in the form of gifts to the library. Some Montana libraries have gone a step further and established their own foundations. A library foundation functions as a separate entity and can attain nonprofit tax status from the Internal Revenue Service, so that gifts are tax deductible for the donors. Establishing a library foundation also opens up the potential of funds from other foundations that do not give grants to tax-supported agencies. (See Chapter 17-2, Community Partners.)

The Foundation Center
www.foundationcenter.org

Valuable resources for Boards seeking information on grant funds are materials produced by the Foundation Center. This is a national service organization founded and supported by foundations to provide information on foundation and corporate giving. Among its primary activities are publishing reference books and offering online searchable databases on grants.

Foundation Center
Cooperating Collections
in Montana
www.foundationcenter.
org/collections/ccmt.html

There are five Foundation Center libraries in the United States. These are located in New York, Washington, D.C., Atlanta, Cleveland and San Francisco. In addition, Foundation Center Cooperating Collections are located in each state to provide a core reference collection of Foundation Center publications, other materials and services useful to grant seekers.

Building the Budget

Once you know where funding comes from and how much you can expect, you can begin to prepare the budget. Budgeting is vital to the library's planning process and one of the most important Board functions.

The budgeting process includes the following steps:

1. Define the library's goals for the upcoming year based on the library's long-range plan. What does the library really need? Base the budget on those needs. The budget will change as the goals change.
2. Gather information to project costs of providing services and meeting the year's goals.
3. Estimate potential income from taxes, gifts, fines, fees, grants and any other possible source of income.
4. Compare costs and income to see if all the goals can be met. If income exceeds or equals costs, the budgeting process continues.
5. Adjust objectives if funding doesn't cover goals, or search for additional funding.
6. Present the written budget to the funding body.

The Board and the director work on the budget together but, ultimately, the Board is responsible for its approval and will typically present it to the entity with funding authority, within the required time frame and procedural steps. It is important for Board members to support the budget and speak out for library funding.

As in any planning activity, it is important to establish a schedule. A comprehensive, balanced budget cannot be compiled overnight. Allow adequate time for planning, gathering information, reviewing goals and producing a finished product that will allow the library to meet the community's needs for library services.

The schedule on the next page shows specific steps for building the budget. Key dates are also included in the calendar in Appendix C.

Sample Budget Planning Calendar
Based on a July 1 to June 30 Fiscal Year

December	Establish goals and objectives for coming year based on staff, community and other input. Distribute goals and objectives with request for appropriate strategies.
January	Review strategies and budget requests. Prioritize objectives determined in December. Assign committee to work with the director to prepare a draft budget for review. Reconfirm projected revenue information.
February	Review draft budget prepared by director and committee.
March	Consider holding a public hearing on draft preliminary budget. Adopt preliminary budget.
April	Submit preliminary budget request or certified budget to funding body.
May	Continue to work with submitted request or budget. Adopt final budget for next year and submit it to appropriate authority (if possible).
June	Review and finalize any adjustments in closing out the present year.
July - December	Review goals and objectives. Review budget report each month.

Following the Money

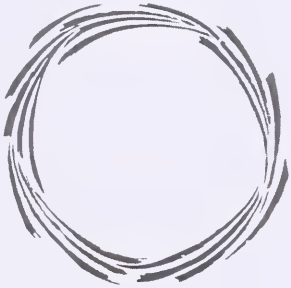
Boards have control over the library's expenditures. While the Board should delegate the power to purchase materials, supplies and other goods to the library director, it should be aware of all purchases and monitor the budget monthly throughout the year.

The director should provide the Board with a monthly statement that shows at minimum:

- → monthly income
- → total income for the year
- → cash on hand
- → monthly expenditures by budget category
- → cumulative expenditures for the year by budget expenditure
- → a list of library accounts, including checking and savings accounts, and certificates of deposit

When reviewing the reports, look for yearly patterns of expenditures, such as energy bills in the winter, fees for building repairs or grounds maintenance in the summer, special program costs such as those associated with summer reading programs, and purchases of supplies and materials that occur once or twice a year.

This is also a good time to compare budget figures with actual amounts. Is the income as you expected? If not, the Board needs to find out why and make adjustments in the budget if necessary. Compare actual expenditures with budget amounts as well. Unusually high and low expenditures need to be explained by the director. If costs are greater than expected, the Board might have to adjust the budget. You also need to know why funds are not being spent. Perhaps an underspent book budget means the staff does not have the time to make book selections, and that funding more staff is becoming a priority.



Policies and Planning

"If not for our Board of Trustees, our library wouldn't be what it is today. The trustees wrote the grant for the new building, presented the budget to the commissioners and made sure that everything went well. We count on them to be there."

— Deanne King, Director, Stillwater County Library

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Setting Policy

Much of a trustee's work deals with policy—making policies, reviewing policies, interpreting policies, enforcing policies and monitoring their effectiveness.

Policies set the direction for the library and protect it from misunderstandings. They are broad, philosophical guidelines, rather than specific procedures, addressing such areas as personnel, collection management, operations, program development and intellectual freedom.

Library policies should be based on community needs, the library mission statement and established goals; they should not be a reaction to specific problems that arise.

A good set of written Board policies:

- ✔ Balances library resources and customer needs.
- ✔ Promotes consistency.
- ✔ Eliminates the need for instant (crisis) policy making.
- ✔ Clarifies Board member, director and staff roles.

Trustees are responsible for making and adopting library policies, but policy development is best done in conjunction with the director and staff. Policies should be clearly written, organized in a policy manual and made available to the staff and the public. The manual can be kept at the circulation or reference desk.

In addition, every trustee should have a copy of the policy manual and be completely familiar with the rationale for each statement. You need to thoroughly understand the policies to knowledgeably adopt new or revise existing ones. Also, you may be called upon to defend or interpret policies to the public or governing officials.

Your Board should follow established policies but keep in mind that things change. The community's economic conditions or the growth or decline of the population, for example, may justify changes in library policies. Therefore,

it is important for your Board to conduct periodic community analysis studies and be flexible enough to revise or change policies as needed. An annual review will help ensure that the policies are accurate and up-to-date.

The State Library can answer questions your Board might have on developing policies and provide you with samples of specific policies developed by other libraries.

Making Policy

Good policy is "developed" rather than just "written." Development includes these steps:

1. Identify the need.
2. Define the issue.
3. Ask yourself if the Board is the right body to deal with the issue.
4. Identify alternative ways of dealing with the issue.
5 Examine the consequences of each alternative.
6. Determine the value of each alternative.
7. Consider what the policy says about the library.
8. Select the alternative that best expresses the Board's and the community's values.

After a policy is proposed, determine if it is:

- necessary?
- consistent with the library's mission statement?
- within the scope of the Board's authority?
- consistent with local, state and federal law?
- compatible with other policies?
- practical?
- broad enough to cover the subject completely?
- enforceable?
- affordable?

When you are ready to write the policy:

1. Establish a committee of trustees and the director to prepare a draft.
2. Seek comments on the draft; those contributing to making policy are more likely to accept and implement it.
3. Compile comments and present a recommendation to the Board.
4. Reach final consensus on the final draft; make sure wording and intent are clear.
5. Adopt the policy at a scheduled open meeting of the Board.
6. Publish and distribute the policy.
7. Train staff on new policy if needed.
8. Review effects of the policy in six months or a year.

Library policies cover all aspects of the operation:
the what, when, where and how,
frequently the who,
and sometimes the why.

A Policy List for Public Libraries

The following list of policies may be relevant to your needs. It is arranged in the form of an outline to show how policies relate to one another.

I. Mission and Role Statement

II. Board Bylaws

III. Public Service Policies

A. Eligibility for borrowing and services
   1. Resident and nonresident
   2. Programming and outreach

B. Collection Management Policy
   1. Mission and goals with community description
   2. Responsibility for selection
   3. Selection criteria for each format
   4. Scope and priorities of collection
   5. Selection procedures and vendor relations
   6. Evaluation, weeding and maintenance
   7. Censorship, access and challenged materials procedure
   8. Intellectual Freedom Statement, Library Bill of Rights
   9. Gifts and donations

C. Circulation Policy
   1. Loan period and renewal
   2. Confidentiality
   3. Reserved material
   4. Fines, damages
   5. Interlibrary loan
   6. Special collections
   7. Audiovisual equipment
   8. Fees

D. Reference Policy

E. Facilities Policy
   1. Hours of operation
   2. Americans with Disabilities Act compliance
   3. Security
   4. Meeting room use
   5. Exhibits and displays
   6. Copiers and other equipment use

F. Community Relations Policy
   1. Cooperative borrowing agreements
   2. Relations with schools
   3. Volunteers
   4. Friends groups

G. Patron Behavior Policy
   1. Unattended children
   2. Respect for staff, users and library property

H. Internet Use Policy

IV. Management Policies

A. General
   1. Responsibility and authority
   2. Budget, accounting and financial management
   3. Procurement, including gifts

B. Personnel
   1. Responsibility and authority
   2. Job descriptions and classifications
   3. Salaries and benefits
   4. Hours, annual and sick leave, overtime, holidays
   5. Hiring, termination, resignations and nepotism
   6. Performance evaluation and promotion
   7. Continuing education/professional development
   8. Discipline and grievances
   9. Americans with Disabilities Act compliance
   10. Fair Labor Standards Act compliance
   11. Sexual harassment
   12. Personnel records

C. Facilities
   1. Responsibility and procedures for maintenance
   2. Acquisition and ownership
   3. Insurance and liability
   4. Emergency preparedness
   5. Americans with Disabilities Act compliance
   6. Use of equipment, vehicles, etc.

Planning for the Future

Long-range planning is a fundamental duty of the Board. It takes some hard work, but once completed, a written long-range plan serves as a road map to guide the Board and the library director as they make decisions about the budget, services, personnel and other considerations.

There are several long-range planning methods. Many have the same components but differ in process. The information presented in this chapter is based on a streamlined long-range planning process developed by Sandra Nelson for the Public Library Association. You can learn more about this process in Nelson's book, *The New Planning for Results* (American Library Association, 2001). If your library does not have a copy, it is available from the State Library.

The most important aspect of Nelson's approach is its focus on community. The library exists to serve the community. But it cannot do that effectively without the community's goodwill and support.

Although your library might be doing a good job in meeting some of the needs of your community, it is likely that other needs are going unmet. The best way to identify how the library can better serve the community is to include community members in the planning process. There are two ways to do this:

- ✔ **Take advantage of other long-range planning processes.** If your city or county has already gone through a long-range planning process, look at that document to see how the library can play a roll in helping the community achieve its future goals.
- ✔ **Ask community members to be a part of a community committee involved in the planning process for the library.** Consider people who represent diverse populations, such as teens, seniors, business people, blue collar workers, government officials and others.

A Board member and library staff member should also serve on the community committee as representatives of the library. If possible, however, the library director should serve only as an ex-officio member. If the library director serves as a full member, committee members will likely look to her or him for guidance defeating the purpose of the community committee.

The Long-range Planning Process

The work of the community committee is to identify what the community needs and how the library can help meet those needs. The committee's role is not to set the library's goals and objectives. That is the Board's job. Involving the community in the planning process, however, will ensure that those goals and objectives are firmly rooted in the community's best interests.

1. Where do we want to go as a community?

The first step for the community committee is to look at the big picture. What constitutes the ideal community? What makes it successful? What does Main Street look like in a great community? How would teens define a great community? What do seniors need from the community? What do working parents need? What other groups make up the community and what do they need? At this point, all of the discussion is about the community and nothing about the library.

2. Where are we now?

Once the committee has a vision of where it thinks the community should go, it needs to step back and consider the reality of where it currently is. The easiest way to do that is to look at the strengths, weaknesses, opportunities and threats that presently exist in the community. What are the community's strengths and how can they be drawn on to achieve success? Conversely, what are the weaknesses that might be barriers to that achievement? Are there opportunities around the corner ? What are the present and future threats to success? Again, this is still all about the community, not the library.

3. What are the community's needs and how can the library help meet those needs?

The work done in steps one and two will reveal the work that must be done for the community to achieve its vision of the future. The committee can develop a road map detailing the steps to success. Included in that road map will be the role of the library. Although the library is represented on the committee, it will probably be helpful for the committee to meet with additional library staff and perhaps Board members to discuss how the library can best support the committee's vision.

4. The library's written long-range plan

After the community committee' s road map is complete, the Board can prepare the library's long-range plan setting goals and objectives for serving the community. The following elements should be included in the written plan:

- A short summary of the plan highlighting what the library wants to accomplish in the next three to five years.
- The mission of the library.
- Goals and objectives.
- Implementation activities and the staff members responsible (optional).

5. Measuring success

It is important that the Board monitors the implementation of the plan and its on-going effectiveness. Given today's ever-changing communities, the goals and objectives in the plan might need to be adapted. Trustees should set a schedule for reviewing the plan that includes periodic progress reports from the library director and any committees that are implementing parts of the plan, as well as an annual review and final evaluation. (See page 15-6 for more on the evaluation process.)

Additional Planning

After the long-range plan is in place, it becomes the basis for how the library operates. As the Board considers other elements of library services, it can use the long-range plan as the starting point for planning for facilities, technology and public relations.

Planning for Facilities

The typical public library serves the community with a variety of programs and a diverse collection of materials. The Board needs to determine if the facility meets the current needs of the library as well as its future needs based on the long-term plan. Will there be a need in the near future for more meeting rooms, for example? Do services focus on a particular user population, such as children or seniors? Will that change over time? Each group has its own needs and the facility should reflect that.

After the long-range plan is developed, the Board might decide that the library facility needs to be renovated or upgraded. If so, it is vital that the public be informed. Clearly communicate how the library's plan to meet future needs of the community is changing the face of the library. More information about planning for facilities is available from the State Library.

Planning for Technology

In addition to short-term issues, such as periodic upgrades of computer equipment, the Board must also consider long-term technology issues in light of the long-range plan. For example, if computer classes were identified as a community need, the Board may want to plan for the purchase of computers as well as find space for a computer lab within the facility. Or if digitization of local history was identified as a community need, the library might require a different set of technology and equipment than it currently owns. The long-range plan will be the guide for developing a technology plan that reflects the community's priorities.

Goals or Objectives?

Goals are general accomplishments that support the library mission. In general, goals are not time limited and are often not expected to be fully accomplished. A sample goal is: *The library provides materials which are appropriate to the lifelong learning of its adult users.*

Objectives are specific, measurable, time-limited descriptions of desired results. Achievement of objectives will be the basis for assessment of success in meeting library goals. One of many possible objectives that would relate to the above goal is: *During the next fiscal year, increase turnover rate of selected sections of the adult nonfiction collection to 10 circulations per item.*

Planning for Public Relations

On-going communication with the public is key to implementing the library's long-range plan. Written plans for each public relations campaign will help the library achieve its goals. The plans should include a clear description of the target audience, that is, who the library wants to reach; a timeline; short- and long-term goals of the campaign; staffi ng requirements; the budget; and details of how success will be measured. (See Chapter 16-3, Marketing the Library for more on public relations.)

Planning for Disaster

Disaster response and prevention is essential for the continuation of library business. A written disaster plan will help ensure the health and safety of the staff, decrease the amount of time it takes to begin recovery, and increase the recovery rate for materials.

When preparing a disaster plan:

- Consider types of disasters most likely to happen, including the possibility that the entire building or collection might be destroyed.
- Consider what services would be most affected if patrons and staff did not have access to the building and its collections.
- Determine who has the decision-making authority in the case of a disaster to close the library, contact the insurance company, assign staff to the recovery effort, hire temporary staff if needed and serve as media spokesperson.

It is the director's responsibility to ensure that the staff is knowledgeable about emergency procedures, but trustees should be familiar with them as well. One of the Board members might be responsible for having a copy of the disaster plan stored at home in case the library copy is damaged or is inaccessible.

Evaluation addresses two questions: (1) What progress are we making, or what difference has the library made for the people it serves? and 2) What changes occurred?

Identifying Desired Outcomes
Part of the Board's responsibility in completing the long-range plan is defining its goals or desired outcomes. Outcomes result from a discussion of the critical questoin, "What changes or accomplishments are expected?" These can occur in the library users, the library, local agencies and organizatoins, and ultimately, the community.

For library users, changes might be expected in their knowledge, behaviors or attitudes. Examples of these changes include learning more about a specific subject, being a more informed consumer, reading more for relaxation or becoming more open to divergent viewpoints. Program attendance figures, the number of information requests and collection use statistics also can be used to indicate outcomes. Community collaboration is another area where desired outcomes can be defined.

Setting Targets
Once the Board has defined its desired outcomes, it can set measurable or observable objectives, or targets, including timeframes for completion. For example, targets may be to increase circulation by 10 percent within a year reduce complaints by 50 percent by the end of the fiscal year or hold three adult programs. These targets provide useful benchmarks for both the extent and quality of library services. Without clear targets, the evaluation process can only describe what was done, not what was accomplished.

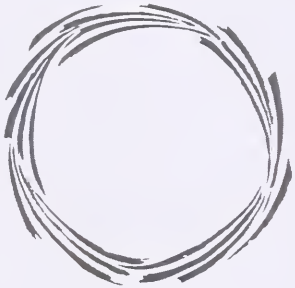
"Impact stories" can be done to supplement measurement of outcomes. These are stories that illustrate how things have changed for the users, library, collaborators or community. The process of describing impact uses quotations and observations to tell the library's story, providing a better understanding of how others are influenced by the library. They also bring multiple "voices" to the evaluation process.

Evaluation Process
Once the first two steps are completed, the evaluation process is primarily a mechanical one. The Board will need to determine who will be responsible for the evaluation and the timeline. Among those involved may be library staff, volunteers, users, community partners and funders.

The Board will also need to determine how information is collected for the evaluation. Possible methods include collecting statistics, interviews, questionnaires and structured observation. The key to choosing strategies is to consider which are the most appropriate for the information needed to document change, while keeping in mind the time and cost of each approach.

Evaluation helps promote both the effectiveness and efficiency of the library's operations and services. The goal of the process is to use the information to improve the library, making it a learning process for all involved.

Based on materials developed by Debra Wilcox Johnson, Johnson & Johnson Consulting, Waunakee, Wisconsin, for the Montana State Library, 2005.



Community Relations

"Our library has been a community gathering spot for nearly a century. From coordinating adult education ...to serving as the meeting site for numerous organizations...to providing access to the Internet and other information services, the library offers resources vital to the health of the community."

— Steve Owens, Trustee, Kohrs Memorial Library, Deer Lodge

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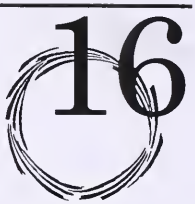


Marketing the Library

Marketing means different things to different people. Some think it is advertising, others planning events, while still others see it as public relations. Actually, it is all of those things and more. You can think of marketing as a broad range of activities that tie together the following four "Ps."

- ➔ Planning: developing an array of services (products) that the public (customers) wants
- ➔ Publicity: telling customers about the services
- ➔ Public relations: taking part in activities that help users and non-users develop a positive attitude about the library
- ➔ Politics: advocating for the library with elected officials

Trustees have a role to play in each of these areas.

Planning

All of your efforts to market the library stem from the information in the long-range plan. In developing the plan, the Board has analyzed how the library can best support the needs of the community. In addition to the scheduled evaluations of the long-range plan, the Board can also informally monitor the library's "customer service."

There are several elements of this to think about.

- How are customers greeted at the circulation desk?
- Are conversations about overdue fines handled discreetly?
- Do customers typically have to wait in line at the reference desk?
- Are policies and information materials about library services and regulations readily available to the public?
- How are users informed of policies and plans?
- Is the library in a convenient, accessible location?
- Is there adequate, clean and safe parking?

- Is there adequate outside signage?
- Is the entrance inviting?
- Is inside directional signage adequate?
- Are materials clearly labeled?
- Are displays neat and attractive?
- Is there a community bulletin board?
- Are the restrooms clean?
- Is there a library newsletter to keep the public informed?
- How are new staff, trustees and volunteers trained in customer service?

Publicity

Develop a Fact Sheet about Your Library
http://msl.mt.gov/WhatsYourStory/Tools/libraryfactsheet.htm

Publicity can cover everything from a press release to an image advertising campaign. Whatever form it takes, it is important that the library be visible throughout the community. Trustees can be part of this by bringing the library up in conversation. Whether you are talking to your friends or having informal conversations with local officials or business people, a conversation is a good opportunity to build awareness about the library and its services.

Trustees can also give formal presentations about the library to service groups and other organizations, write letters to the editor of the local paper and even carry library literature to give out when an opportunity arises.

How to Talk about the Library

- ✔ Speak to your listener's interests, not your own. For example, if you are speaking to someone who loves to hunt and fish, it doesn't do much good to talk about the library's collection of craft books.
- ✔ Don't give out false information. Be sure of your facts. If you don't know the answer to a question, tell the person that you'll find out and get back to them.
- ✔ Don't make assumptions about what your listener knows. Don't use library jargon.
- ✔ Make sure you listen as well as talk.
- ✔ Be positive about the library. If you disagree with something that is happening at the library, talk to other trustees or the library director. Being negative about the library gives a poor impression of the Board, the library and the trustee.

To be effective in this role, trustees need to be very familiar with the library collection and services, attend continuing education programs and visit other libraries. In addition, the trustee should know the community, participate in civic activities, and serve on local committees to gain insight into the needs of people in the community.

Public Relations

More encompassing than publicity, public relations (PR) implies two-way communication—not only do you tell the public what your library is about, you gather information as well.

A PR campaign involves four basic steps: research, planning, communications and evaluation. First, in the research phase, the director assesses attitudes of various target groups toward the library. Next is the development of a written plan that includes a clear description of who the library wants to reach with the campaign, a timetable, short- and long-range goals of the campaign, staffing requirements, a budget and how success will be measured.

After the plan is completed, the director starts communicating the message to the identified target groups. Communication tools might include press releases, newspaper articles and photographs; radio and television public service announcements (PSAs); community group newsletters; displays, exhibits, and special events; billboard space (donated); printed materials such as bookmarks, booklists, flyers, brochures and posters; and personal contacts. (See pages 16-4 and 16-5 for more about press releases, and page 16-6 for State Library online tools.)

At scheduled points during the PR campaign and at the end of the campaign, the process is evaluated using the measurement factors identified during planning.

Policies and procedures for PR programs vary, depending on the size of the library, its financial resources, the number of staff and other local circumstances. The role of the trustees in these programs, however, is consistent: be prepared to speak to the issues and participate in events.

How to Write a Press Release

Press releases are a tool for keeping your community informed about activities, special events and operational changes occurring at the library. Unfortunately, many press releases end up in the editor's wastebasket because the information isn't presented in a compelling manner or is incomplete. Here are some guidelines for writing a good press release. For more examples, please visit http:msl.mt.gov/WhatsYourStory/Tools/newsrelease.htm.

Content

1. Be accurate with all dates, names and places.
2. Include the most important details in the first paragraph (called the lead). Try to capture the reader's interest and include the most important elements of who, what, when, where, why and how. (Some of these can be addressed in the second paragraph.)
3. Include all details and information in DESCENDING order of importance. If space is short, the editor will cut the release copy from the bottom up.
4. Be sure to attribute statements, announcements and claims to some relevant person. For example, Mary Smith, Main City library director, announced that the group's annual event would be... Or, "Everyone's invited," Smith said.
5. Identify all people mentioned in the press release, either by title or relationship to the subject of the release. For instance, Sally Jones, professor, department of engineering, MSU. Or, Jane Doe, library spokesperson.
6. In most cases, keep the press release short. One page is sufficient for most announcements. Try to avoid ever going over two pages.

Format

1. Use short sentences and simple words.
2. Double-space the copy and never send a press release that isn't typed.
3. Include a release date or the words FOR IMMEDIATE RELEASE at the top of the first page.
4. Include a contact with a name and phone number at the top.
5. Put (MORE) at the bottom of the first page if the article continues to a second page.
6. At the top of the second page, put one or two key words and the page number. For example: CHILDREN'S HOUR - Add 1 (or Page 2).
7. Put # # # or - 30 - at the end of the story.

Sample Press Release Form

RELEASE DATE:
(Specific date or "For Immediate Release")

CONTACT:
(Name, title, telephone number)

(SUBJECT):

HEADLINE

First paragraph should catch readers' attention and give essential elements of the press release. Remember to tell who, what, when, where, why and how.

Continue main points in second paragraph. Remember to give information in descending order of importance. Editors will cut copy from the bottom up.

When quoting individuals, identify them with professional title and/or relationship to the subject of the press release.

Always type and double-space.

– 30 –
(to end article)

(or)

– more –
(if article continues on next page)

(Heading for second page, top left corner)
(SUBJECT) — Add 1

What's Your Story?

Montana State Library developed "What's Your Story? Find it at the library!" in partnership with the Montana Library Association to help Montana libraries market themselves to their communities. The multi-year effort, united by a single logo, will target a different market demographic each year.

What's Your Story provides Montana librarians with a wide range of tools and materials, which are available online, that target specific segments of the community. Some of those tools and materials include:

- Programming ideas
- Programming checklists and audience surveys
- Book discussion groups—ideas, reader questions and book guides
- Television and radio public service announcements
- Print ads
- Posters and bookmarks
- How-to guides on everything from writing a press release to getting media coverage of events
- Talking points and key messages

Media Relations

Typically, the director serves as the spokesperson for the library, and the Board chair serves as the spokesperson for the Board. Designating a media spokesperson can save the Board from unintentional and sometimes destructive misunderstandings.

Should a reporter call an individual at home to get a response to a particular issue, for example, redirecting the reporter to the spokesperson will ensure that the Board's agreed-upon message is the message the reporter receives. The director should keep the spokesperson informed of all potentially newsworthy issues as they develop.

What's Your Story
http://msl.mt.gov/
whatsyourstory

News Releases
http:msl.mt.gov/
WhatsYourStory/Tools/
newsrelease.htm

Newspaper Articles
http:msl.mt.gov/
WhatsYourStory/
How-Tos/interviews.htm

Photo Ops
http:msl.mt.gov/
WhatsYourStory/How-Tos/
photoops.htm

Television PSAs
http:msl.mt.gov/
WhatsYourStory/Tools/tv.htm

How to Succeed
on Television
http:msl.mt.gov/
WhatsYourStory/Tools/
tvsuccess.htm

Radio PSAs
http:msl.mt.gov/
WhatsYourStory/Tools/
radio.htm

How to Succeed on Radio
http:msl.mt.gov/
WhatsYourStory/Tools/
radiosuccess.htm

Displays, Exhibits,
Special Events
http:msl.mt.gov/
WhatsYourStory/
programming/
sampleprograms.htm

Politics

Because libraries depend on public funds, politics are a fundamental part of marketing the library. As a trustee, your role is to be an advocate on behalf of the library and the citizens who use its services, extending your local public relations activities to elected officials to show them that public libraries are a factor in creating and maintaining sustainable communities.

How to Train Spokespeople
http://msl.mt.gov/
WhatsYourStory/
How-Tos/
trainspokespeople.htm

When there are specific issues you ask these officials to act on, your advocacy role becomes that of a lobbyist. It is in this role that trustees become the personal face of the library. Although the library director and staff are also advocates of the library, political decision makers may view them as biased participants who have a personal, professional and economic stake in the library. A trustee, on the other hand, has the credibility associated with being a citizen who is voluntarily providing a community service.

Know Your Legislator
Worksheet
http://msl.mt.gov/
WhatsYourStory/
Legislative/knowyourleg.htm

Advocacy involves:

- ✔ Getting to know officials at all government levels and helping them learn about the library.
- ✔ Speaking out about what libraries do for the officials' constituents.
- ✔ Assembling facts and translating them into action.
- ✔ Planning and presenting evidence of need for a law or appropriation.

Shape Your Message
Worksheet
http://msl.mt.gov/
WhatsYourStory/
Legislative/
shapingmessage.htm

Trustees can make a difference because they:

- ✔ See the library from the user's viewpoint
- ✔ Have a perspective on the full range of public services
- ✔ Represent a broad base of consumers
- ✔ Are volunteer participants in government
- ✔ Vote

As mentioned, advocacy by trustees becomes lobbying when specific issues need to be addressed. However, your role in advocating for the library to elected officials is ongoing throughout the year. Contact them on a regular basis. Invite them to special programs and ask for their input on long-range planning issues. By building relationships with officials, you can keep them informed and aware of the vital role the library plays in the community.

Strategic Marketing Checklist

The Board, individual trustees, the director and the staff all have roles to play in marketing the library.

The Role of the Board

- ❑ Establish a written marketing and public relations policy.
- ❑ Make sure the library has a marketing plan and timetable, and evaluate it annually.
- ❑ Support staff training and involvement in marketing the library.
- ❑ Budget for marketing and/or assist in obtaining volunteer specialists to help.
- ❑ Encourage the development of Friends of the Library and other volunteer programs where suitable.

The Role of Individual Trustees

- ❑ Use the library.
- ❑ Talk about the library to friends and acquaintances.
- ❑ Keep county and city officials informed of library issues and of your continued interest in library matters.
- ❑ Participate in community activities.
- ❑ Listen to the community.
- ❑ Tell people what trustees do, who they are, when they meet, how they can be reached.
- ❑ Organize a speaker's bureau and speak to civic, business, professional and social organizations about library programs, services and facilities.

The Role of the Director/Library Staff

- ❑ Develop the annual marketing plan and budget.
- ❑ Evaluate marketing efforts and regularly report on these to the Board.
- ❑ Plan staff training on marketing efforts.
- ❑ Analyze public relations needs, plans and budget.
- ❑ Assess public attitudes toward the library.
- ❑ Develop rapport with media, community groups, writers, artists, business leaders and other libraries.
- ❑ Coordinate special activities with community groups.
- ❑ Actively promote the library on television, radio, in newspapers.
- ❑ Provide friendly service to all members of the public.
- ❑ Attend appropriate training and continuing education events.
- ❑ Interpret library policies, procedures and services to the public.
- ❑ Maintain community awareness.

Community Partners

Just as the public library promotes the common good of the community, so too can the community work to promote the good of the library. Two community organizations in particular can help sustain local public libraries: Friends of the Library and a local library foundation.

Friends of the Library

In many Montana communities, citizens who support the public library have established Friends of the Library organizations. A Friends of the Library group is a nonprofit organization that voluntarily supports library causes and services. Each group has its own bylaws, board, committees and policies, and sets its own goals.

It is important for the library Board to work closely with the Friends group to ensure that the goals of these volunteers are consistent with those of the library. The Friends' role can be enormously important, especially in small libraries with very limited budgets.

The Friends can serve as publicity agents for the library, sponsoring cultural and educational programs, as well as advocates for the library with local government. They can develop and coordinate volunteer services in cooperation with the library director and staff; organize fund-raising events; and encourage donations of materials, as well as bequests and endowments.

To prevent public confusion or misunderstanding about the role of the Friends group, the library Board needs to clearly communicate its needs and expectations of the organization. In some communities, a trustee is appointed to act as a liaison to the Friends to ensure coordination of the group's activities with library policies and goals. In turn, a member of the Friends group might be invited to attend Board meetings.

The national organization, the Friends of Libraries USA (FOLUSA), is a branch of the American Library Association. Its Web site includes excellent information about organizing and revitalizing Friends groups.

Friends of Libraries USA
American Library Association
50 East Huron Street
Chicago, IL 60611
www.folusa.com

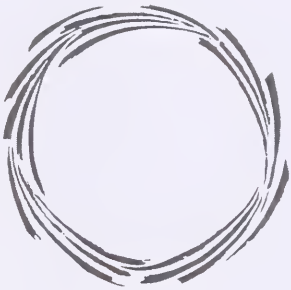
Library Foundations

Library foundations can be a valuable funding tool to encourage gifts, bequests, memorials and other monetary donations. The foundation board and staff, if any, also represent another partnership for the Board. As with the Friends organization, a local library foundation can be of immense help but open communication is key. The Board and the foundation need to work in concert for the good of the library.

www.irs.gov/charities/foundations/index.html

A library foundation functions as a separate entity and can attain nonprofit tax exempt status (known as 501c3) from the Internal Revenue Service, so that gifts may be tax deductible for the donors. Establishing a library foundation also opens up the potential of funds from other foundations that do not give grants to tax-supported agencies.

See Chapter 11, Funding the Library, for information on other funding sources, including grant resources, that might be of interest to a library foundation.



Resources

"Imagine what the community would be like without the library. Through the public library, services and access to information are available to all people, without restrictions."

— Sheila Lee, Director, Sheridan County Library

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Libraries and Library Organizations

Montana's library system has grown signifi cantly since the state first started to support the system in 1929. Today there are 80 public libraries and 29 branch libraries serving Montana residents, about 500 elementary and high school libraries, and 27 academic libraries in post-secondary institutions. In addition, there are 6 institutional libraries and about 52 special libraries meeting the specialized needs of businesses, hospitals and government agencies.

All of Montana's publicly funded libraries work in partnership with one another and their local communities to form information networks and provide a better return on the citizens' investment. Thanks to advanced technologies, libraries use networks to locate and borrow books and materials, fax and email services to transfer information via telephone lines, and satellites and modems to provide ongoing educational opportunities to rural areas. With improved cooperation among different types of libraries and better access to expanding technologies, Montana libraries are improving access to information locally, regionally and internationally.

The *Montana Library Directory*, an annual directory of all of the libraries in Montana, is compiled by the State Library and is available online on the State Library web site.

Montana Library Directory
http://montanalibraries.org/Directory/Main/mldHome.asp

In this chapter, you will find some of the libraries and library support organizations that you will come in contact with as a trustee. Many of these can provide valuable support in helping you to be an effective trustee.

Montana State Library Commission

Montana State Library Commission
http://msl.mt.gov/about/commission/commission.asp

The Montana State Library Commission is the governing body for the State Library. It provides assistance and advice for all public libraries in the state, administers federal and state grant funds made available to Montana for library purposes, provides library services for the blind and physically handicapped, and acts as a state board of professional standards and library examiners. Names and contact information of current Commission members are available in the *Montana Library Directory*.

Montana State Librarian

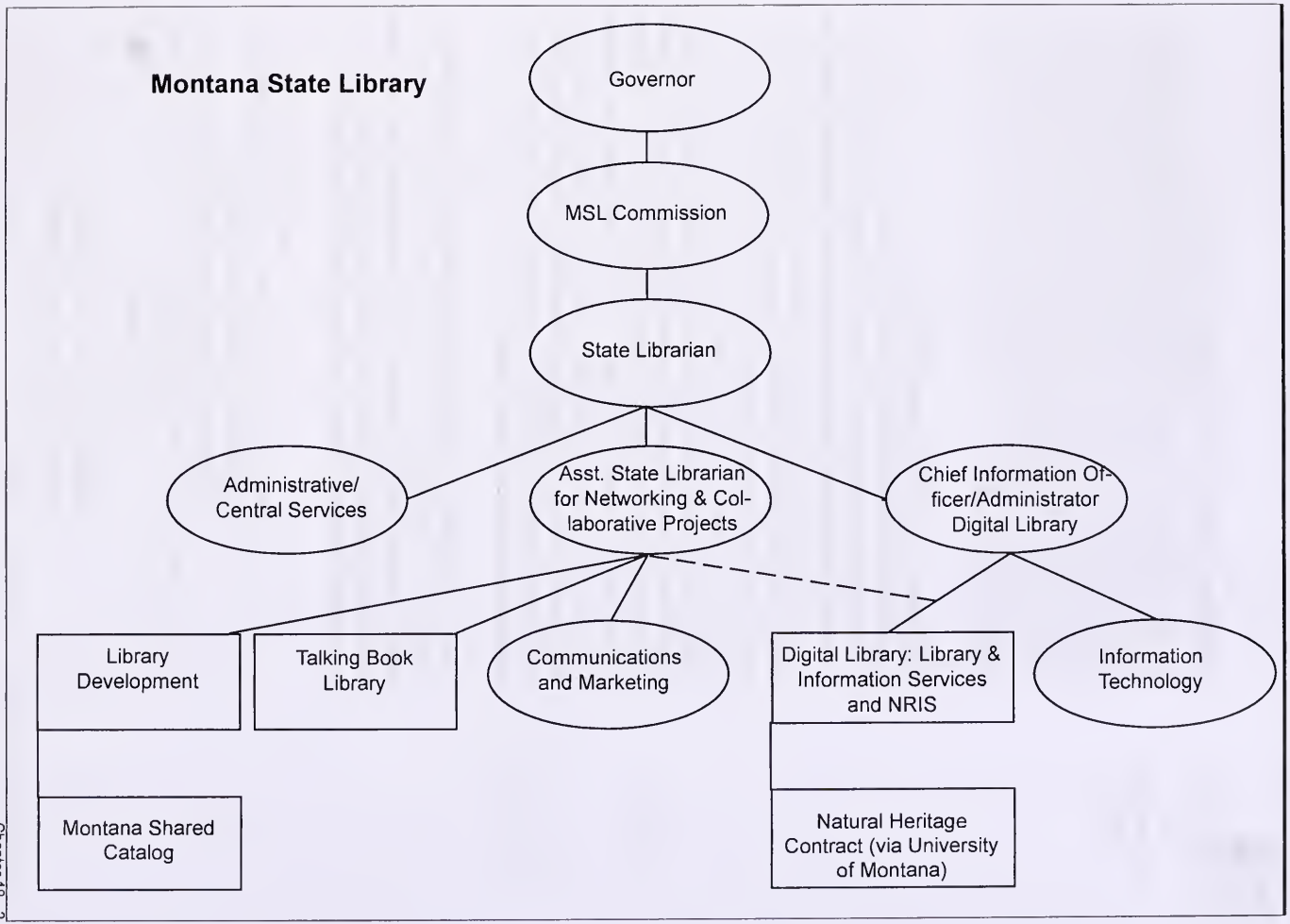
The Montana State Librarian provides leadership and articulates a vision for statewide library services, recognizes divergent library objectives and develops statewide consensus among Montana's libraries. The State Librarian directs the Montana State Library, serves as executive officer of the State Library Commission, conducts strategic long-range planning and evaluation of library services, and is responsible for statewide library development and assistance to libraries. The State Librarian also advises the Governor and the Montana Legislature on the present status of library and information services and on new programs or legislation necessary for effective library service to the people of Montana.

Library Development Division (LDD)

LDD
http://
montanalibraries.org

LDD staff provide consulting services to libraries in Montana and assist with the improvement of library services statewide. Information and assistance are provided in technology, development of library consortia, state certification program, library improvement projects, collection management, federal grant and assistance programs, legal issues, Board development, library statistics, federation activities and statewide licensing and purchasing of electronic resources. One major resource, for example, is the statewide online library catalog, the Montana Shared Catalog.

LDD also provides training and continuing education opportunities for library staff and trustees across the state.


Montana State Library
Governor
MSL Commission
State Librarian
Administrative/ Central Services
Asst. State Librarian for Networking & Collaborative Projects
Chief Information Officer/Administrator Digital Library
Library Development
Talking Book Library
Communications and Marketing
Digital Library: Library & Information Services and NRIS
Information Technology
Montana Shared Catalog
Natural Heritage Contract (via University of Montana)

Montana Talking Book Library (TBL)

TBL
http://msl.mt.gov/tbl/tbl.asp

TBL provides free library services to Montana citizens who are blind, visually impaired, physically disabled, or learning disabled. This program is affiliated with the Library of Congress's National Library Service for the Blind and Physically Handicapped. Services provided to Montana patrons include recorded books and magazines, playback equipment, descriptive videos and Braille books. TBL staff advises and assists individuals, other libraries, nursing homes, schools, and institutions in providing library services to eligible handicapped individuals.

Montana Digital Library (MSdL)

The MSdL includes the Natural Resource Information System (NRIS) and the Library Information Services Department (LISD). Much of the information compiled today about Montana's resources and government operations is now electronically produced. The MSdL's mission, therefore, is to collect, arrange, and distribute this electronic information so that it can be easily accessed by citizens, policy-makers and others.

NRIS
http://nris.mt.gov/

As part of the MSdL, NRIS identifies, acquires, and provides access to information about Montana's natural resources for government agencies, business and industry, and private citizens. NRIS operates a clearinghouse and referral service to link users with the best sources of information and services. NRIS also provides services through the Natural Heritage Program (NHP). NHP scientists collect, manage, and disseminate biodiversity information, emphasizing those plants, animals and natural communities that are rare, declining or have outstanding qualities.

Library Information Services is the principal library for serving work-related needs of state employees. It also provides back-up reference services for Montana libraries and public access to the State Publications Center. State publications, materials on library development and selected federal documents are available from this library to all citizens through interlibrary loan.

To reach any Montana State Library program or department contact:

Montana State Library
PO Box 201800
1515 E. 6th Avenue
Helena MT 59620-1800
1-800-338-5087 (toll free in Montana)
406-444-3115 (main switchboard)
406-444-0266 (fax)

Montana Library Federations

Public libraries in Montana are organized by region into federations, groups of libraries working together to provide a broader range of resources and services than individual libraries alone can offer. These federations were developed by the Montana State Library Commission to give all Montanans access to a public library and, through it, the library resources within their area, the state and the nation. In 1999, the Legislature expanded the law to allow other types of libraries to participate in the federations, including school, academic and special libraries.

Each federation, in accord with its bylaws, selects a Federation Coordinator to coordinate federation meetings, training activities, reports and other tasks. The governing board of the federation is advised by a federation advisory board which is made up of representatives from participating libraries. A majority of these representatives must be public library trustees.

The operation of each federation is specified in an annual Plan of Service that is submitted by federation libraries to the Commission for approval prior to implementation. Services differ among federations, but they can include interlibrary loan, reciprocal borrowing privileges, newsletters, continuing education and training, consulting visits, reference services and other collaborative activities.

The federation advisory boards assist in planning services available through the federation, but Montana law stipulates that they are advisors only. Each local library board retains control over local aspects of its library's services.

MCA 22-1-404, et. seq
http://data.opi.mt.gov/bills/mca_toc/index.htm

There are six federations in Montana (see map on page 18-7):

Broad Valleys Federation
Beaverhead, Broadwater, Deer Lodge, Gallatin, Granite, Jefferson, Lewis and Clark, Madison, Meagher, Park, Powell and Silver Bow counties

Golden Plains Federation
Daniels, Phillips, Roosevelt, Sheridan and Valley counties

Pathfinder Federation
Blaine, Cascade, Chouteau, Glacier, Hill, Liberty, Pondera, Teton, and Toole counties

Sagebrush Federation
Carter, Custer, Dawson, Garfield, Fallon, McCone, Powder River, Prairie, Richland, Rosebud, Treasure and Wibaux counties

South Central Federation
Big Horn, Carbon, Fergus, Golden Valley, Judith Basin, Musselshell, Petroleum, Stillwater, Sweet Grass, Wheatland and Yellowstone counties

Tamarack Federation
Flathead, Lake, Lincoln, Mineral, Missoula, Ravalli and Sanders counties

Montana Library Association (MLA)

MLA
www.mtlib.org

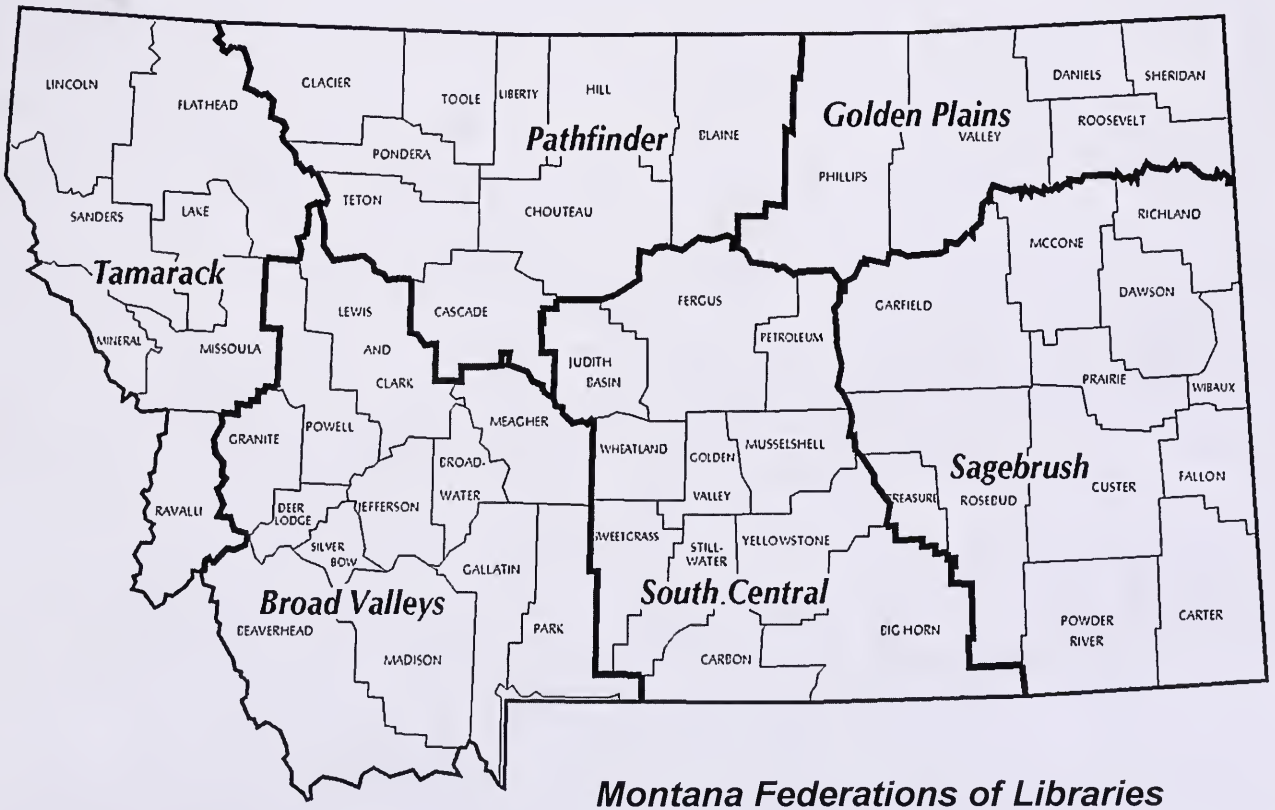
This state association works to promote library interests and development, raise the standards of library services in Montana and provide continuing education for lay people and professional growth opportunities for librarians. Through membership in MLA, trustees get to know library trustees in neighboring counties and from across the state.

MLA represents all types of libraries, public library trustees and members of Friends organizations within its divisions and interest groups. MLA standing committees work on a variety of library-related issues including government affairs, intellectual freedom, marketing and professional development.

Montana Library Focus, the association's newsletter, is issued six times a year and is available online. In addition, MLA hosts an annual conference in the spring as well as division and interest group retreats throughout the year. MLA's electronic mailing list serv, WIRED-MT, is used by Montana librarians and others to discuss ideas and share information relevant to those subscribing to the list serv. It is open to anyone with Internet access and email.

MPLA
www.mpla.us

MPLA is an eleven-state regional association of libraries and Friends. States include Arizona, Colorado, Kansas, Montana, Nebraska, Nevada, North Dakota, Oklahoma, South Dakota, Utah and Wyoming. The mission of the association is to further the development of librarians, library employees and trustees, and to promote quality library service in the states of the Mountain Plains Region.


LINCOLN
FLATHEAD
GLACIER
TOOLE
LIBERTY
HILL
BLAINE
PONDERA
Pathfinder
Golden Plains
DANIELS
SHERIDAN
ROOSEVELT
VALLEY
PHILLIPS
TETON
CHOUTEAU
SANDERS
LAKE
Tamarack
RICHLAND
MCCONE
DAWSON
GARFIELD
FERGUS
LEWIS
AND
CLARK
CASCADE
MINERAL
MISSOULA
JUDITH
BASIN
PETROLEUM
PRAIRIE
WIBAUX
GRANITE
POWELL
MEAGHER
WHEATLAND
GOLDEN
VALLEY
MUSSELSHELL
Sagebrush
CUSTER
FALLON
BROAD-
WATER
RAVALLI
DEER
LODGE
JEFFERSON
ROSEBUD
SWEETGRASS
STILL-
WATER
YELLOWSTONE
SILVER
BOW
GALLATIN
Broad Valleys
South Central
BEAVERHEAD
PARK
BIG HORN
POWDER
RIVER
CARTER
MADISON
CARBON
Montana Federations of Libraries

MPLA publishes the *MPLA Newsletter* bimonthly and meets annually in joint conference with other library associations. An electronic mailing list, MPLA-L, is maintained by the association to provide a forum for discussion of library topics and issues. The mailing list is open to anyone with Internet access and email.

PNLA
www.pnla.org

Pacific Northwest Library Association (PNLA)

PNLA is a regional association that promotes regional library activities and cooperation. The association represents libraries in Alaska, Alberta, British Columbia, Idaho, Montana, Oregon and Washington, and is designed for people who work in, with and for libraries.

The association publishes *PNLA Quarterly* and holds an annual conference of its members. There is an electronic mailing list, PNLA-L, to provide discussion of library issues and topics of interest in the region. In addition, PNLA sponsors the annual Young Readers' Choice Award, which is the oldest children's choice award in the United States and Canada. Nominations for the YRCA are received from children, teachers, parents, and librarians of the Pacific Northwest region.

ALA
50 East Huron
Chicago, IL 60611
800-545-2433
www.ala.org

American Library Association (ALA)

The oldest library association in the world, ALA is dedicated to improving libraries of all kinds, maintaining professional library standards and protecting freedom of access to information without fear of censorship.

ALA has two divisions of special interest to trustees. The first, the Association of Library Trustees and Advocates (ALTA), conducts national programs on trustee education and publishes items about trusteeship. The second, the Public Library Association (PLA), represents public librarians.

IMLS
www.imls.gov

Institute of Museum and Library Services (IMLS)

IMLS is the federal agency that administers the Library Services and Technology Act (LSTA) grant program. LSTA grant funds are awarded to Montana annually to improve library services. (For more information, see Chapter 11-4, Funding the Library.)

Appendices

Appendices

Appendix A: Glossary

The profession of librarianship has a language all its own. Below is a list of selected library terms and acronyms used by Montana public libraries. Trustees' familiarity with these will enhance communication between the Board and director.

AACRII (Anglo-American Cataloging Rules): Second edition of AACR was published in 1998. It establishes the standard set of rules for cataloging procedures and decisions used by most libraries in English speaking countries.

abstract: Brief description of a document, prepared by an author or professional abstracter, which identifies its major points.

academic library: Library established and maintained by a junior college, tribal college, community college, four-year college, or university organized and administered to meet the information needs of its students, faculty, staff and others by agreement.

access: Availability of a library and its services to the population it is intended to serve. In a larger sense, access is the ability to obtain information through a library and its cooperative links to additional resources.

accredited library school: School that teaches library and information science at the master's degree level and that has qualified for accreditation under requirements of the American Library Association.

acquisitions: Process of acquiring the library materials that make up the library's collection.

ADA (Americans with Disabilities Act): National legislation giving civil rights protection to individuals with disabilities; it impacts libraries as service providers and as employers.

affirmative action: Policy of promoting equal employment opportunity through methods of recruitment, training and promotion.

ALA (American Library Association): Founded in 1876, ALA is the national association serving the interests of libraries.

ALTA (Association of Library Trustees and Advocates): Association of public library trustees and advocates affiliated with the American Library Association.

automation: All aspects involved in using a computer system for such tasks as circulation, cataloging, acquisitions, interlibrary loans, etc.

BCR (Bibliographic Center for Research): Headquartered in Denver, BCR is a broker for bibliographic services, databases and training required by its member libraries.

bibliographic database: Computerized listing of books, periodicals or other library materials from which information can be extracted by a number of identifiers related to the bibliographic description of the item.

bibliographic records: Cataloging information used to describe and access an item such as a book, magazine, video or sound recording, map, etc.

bibliographic utility: Computer-based network offering support functions to libraries, particularly in cataloging/technical services. See also *OCLC*.

bibliography: Complete or selected list of documents related by author, subject, publisher, etc.

BIP (Books in Print): Listing of currently available titles used for ordering books. BIP is available in a multi-volume print set, on CD-ROM or online by subscription.

branch library: Auxiliary unit of a public library which has separate quarters, a permanent collection, permanent staff and scheduled public hours. Branches are administered by a central unit.

call numbers: Classification number on an item of library material used to mark the item, shelve it properly, list it in the card catalog or computer, and find it for a user. Dewey Decimal and Library of Congress are two classification systems used for call number development.

Carnegie Library: Library building built fully or in part with funds contributed by Andrew Carnegie and characterized by a common architectural style.

catalog: File of bibliographic records created according to specific uniform principles of construction, which describes the materials in a collection, a library or a group of libraries. It may be in the form of a card catalog, a book catalog or an online catalog.

cataloging: Process of physically describing library materials, including assigning subject headings and a call number, so that the items can be located in the catalog or on the shelf.

CD/DVDs (compact disc/digital video disc): High-capacity storage devices that uses laser technology to read data in digital form. Available in a variety of formats: CD-ROM: Read Only Memory; CD-R: Recordable (one-time only recordable); CD-RW: Read/Write (re-recordable), DVD-RN, etc.

CE (continuing education): Opportunities provided for personnel to improve and grow in their professions.

certification: See *Montana Library Certification Program.*

circulation: Activity of a library in lending materials to borrowers and the recording of these transactions.

city library: Free public library for city residents which is established, maintained and supported through taxation by a city, town or other municipality and whose board of trustees is appointed by the mayor. Refer **MCA 22-1-301**.

city-county library: Library established by a contract between a city and a county government to provide library services for a specific population in a defined area. Refer **MCA 22-1-316**.

classification system: System for arranging books and other materials according to subject or form. The two most common systems in use are Dewey Decimal and Library of Congress classification systems.

collection: Total accumulation of all library materials provided by a library for its patrons. Collection is also used to describe a group of library materials having a common characteristic (e.g., Children's Collection, Reference Collection, Local History Collection, etc.).

collection management: Planned process of selecting and acquiring library materials to meet the needs of the library's community. It includes assessing user needs, adopting a collection management policy, studying collection use, selecting materials, maintaining the collection and weeding. Cooperative collection management refers to a group of libraries working together to identify collection strengths and minimize duplications.

complaint: In intellectual freedom cases, an oral charge against the presence and appropriateness of material in the library collection.

Complainants are usually requested to complete and file a written form. Also referred to as a challenge.

Connexion: Online cataloging software from OCLC used by Montana libraries to obtain records for local automation systems and add local holdings to the WorldCat database using the Web.

cooperative system: Group of libraries banded together by formal or informal agreement which states common services to be provided, such as cooperative book buying, shared cataloging and cooperative reference service. This can also be a consortium of libraries joining together for all participants to benefit from a statewide license or statewide database subscription. See also *magazine database, full-text*.

copyright: Exclusive privileges of publishing and selling a work granted by a government to an author, composer, artist, publisher, etc. Copyright is a right of intellectual property whereby authors obtain, for a limited time, certain exclusive rights to their works. Libraries have a special interest in fair use of copyrighted material.

county library: Free public library for the use of the whole county, which is established, maintained and supported through taxation by a county, and whose Board of trustees is appointed by the county commissioners. Refer **MCA 22-1-303**.

database: Systematic organization of information stored in a computer file for ease of searching, update and retrieval.

depository library: A library that is legally designated to receive free copies of all or selected government publications and make these documents available to the public.

Depreciation Reserve Fund: See *Library Depreciation Reserve Fund*.

Dewey Decimal Classification: Subject classification system for books developed by Melvil Dewey (1851-1931) that divides all knowledge into ten classes arranged in numeric sequence and further divided by a decimal system. Dewey classification is used in most public libraries.

district: See *library district.*

end user: Library user who requests and uses information obtained from an online search.

E-Rate: Federal program providing discounts to eligible schools and libraries for access to telecommunications and information services, including basic local and long-distance phone services, Internet access services, and acquisition and installation of network equipment. The Universal Service Administrative Company's Schools and Libraries Division administers the E-Rate program for libraries.

expenditures per capita: Measurement comparing the expenditures of the library to the size of the service area population.

fair use: Special conditions (such as criticism, news, teaching or research) under which all or portions of copyrighted work may be reproduced without infringing upon the copyright laws.

federation: Geographical grouping of libraries of all types working together to provide a broader range of resources and services than each individual library can offer alone. Montana is divided into six federations; each has an advisory board and federation coordinator.

FirstSearch: An online database search tool that librarians can use for interlibrary loan and online searching of materials.

foundation: Library foundations are separate, nonprofit groups that operate independently from the library to help with fundraising for the benefit and improvement of the library.

freedom to read. Guaranteed freedom in the U.S. Constitution. A Freedom to Read Statement was adopted in 1953 (revised in 1972, 1991 and 2000) by the American Library Association and the American Book Publishers Council describing the need for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox or unpopular. Many Montana libraries have adopted the Freedom to Read Statement.

Friends of the Library: Group of volunteers organized to support a particular library through lobbying, public relations, fundraising and program assistance.

FTE (full-time equivalent): A measure used by human resources personnel to indicate the number of full-time workers who would be employed if all part-time positions were added together. The FTE calculation is used for budgeting and reporting purposes.

FY (fiscal year): Used in budgeting to identify the twelve-month accounting period under which an organization operates.

hardware: Bolts, nuts, board, chips, wires, transformers, circuits, etc. in a computer; the physical components of a computer system.

holdings: All the cataloged and uncataloged materials in the possession of the library.

holdings per capita: Measurement comparing the size of the library collection to the size of the service area population.

home page: Main page of an Internet web site.

income per capita: Measurement comparing the income of the library to the size of the service area population.

ILL (interlibrary loan): System of interlibrary cooperation, which allows libraries to obtain information and materials for their users from other cooperating libraries. See also *resource sharing*.

IMLS (Institute of Museum and Library Services): Independent federal agency that provides programs of support for both libraries and museums and encourages library-museum partnerships. The agency administers the Library Services and Technology Act (LSTA) grant program to states.

InfoTrac: See *magazine database, full-text*.

institutional library: Library within a correctional facility, rehabilitation center, care facility or other institution that serves the library needs of residents and staff.

intellectual freedom: Right of individuals to the free and open exchange of information and ideas. This right is supported by the American Library Association, the Montana State Library Commission and individual libraries through commitment to the Library Bill of Rights and the Freedom to Read Statement. Public libraries safeguard intellectual freedom by providing a collection representing all viewpoints and equal service to all members of the community.

Internet: International system of computer networks through which libraries and individuals may communicate and share information via e-mail, databases, and other methods. See also *web*.

ISBN (International Standard Book Number): Unique identification number printed in books by international agreement.

ISSN (International Standard Serial Number): Unique identification number for each serial publication.

jobber: Wholesale book supplier who supplies many titles from different publishers and sells them to libraries and retailers.

keyword: Word used in an information retrieval search to find a particular word in an author, title, abstract or subject field. This is especially useful when the word is not used as a recognized subject term within the index being searched.

LAN (local area network): Network that connects nearby computers, usually in the same building, using cables or wireless technology.

LBEP (Library Board Education Program): Library Services and Technology Act (LSTA) funding administered by Montana State Library. enabling basic trustee Board training by other public library trustees. Training is provided on request and trainers volunteer their services.

LC (Library of Congress): National library of the United States that serves the U.S. Congress and provides services to all types of libraries.

LDD (Library Development Department): Division of Montana State Library that provides consulting services and training to librarians in Montana to assist with the improvement of library services statewide.

Library Bill of Rights: Policy statement adopted in 1948 (and reaffirmed in 1961, 1980 and 1996) by the American Library Association concerning service to all people, free expression of ideas and censorship. Many Montana libraries have also adopted this policy statement.

Library Depreciation Reserve Fund: Fund in which a library can hold money in reserve beyond the year it is allocated to be used at a later time for replacement and acquisition of property, capital improvements and equipment necessary to maintain or improve library services. Refer **MCA 22-1-305**.

library district: A form of public library governance whereby the library district board is responsible for all aspects of running the library. The library may have a contract with local government for certain services, but the final say belongs to the library. Library districts are funded by special mill levies and trustees are elected by the public.

Library of Congress Classification: Subject classification system for books devised by the Library of Congress that divides knowledge into 21 subject areas and has a notation of letters and figures that allows for expansion. The system is used mostly in academic and special libraries.

long-range plan: Document adopted by a library's governing Board outlining the goals, objectives and action plans for the library's operation and development over a designated time period, usually three to five years.

LSTA (Library Services and Technology Act): Administered under the Institute of Museum and Library Services with the primary focus on improving library services through technology, encouraging sharing of resources and targeting library and information services to underserved populations. LSTA grants are awarded annually to all state libraries for use in statewide and local projects. In Montana, the Montana State Library Commission establishes priorities for LSTA funds.

magazine database, full-text: Online periodical index that allows searching of subject specific magazine article citations. The database may also provide the complete text of the article located. Such databases allow library patrons to access full-text versions of thousands of magazine and journal articles. Examples of full-text magazine databases include EbscoHost, Electric Library, InfoTrac and SIRS Researcher. See also *cooperative system*.

MARC (machine readable cataloging): Standardized arrangement of bibliographic information for computer-based catalog records to permit sharing with other automated systems.

microform: Generic term for any medium that contains miniaturized records such as microfilm or microfiche. Microforms require special readers to enlarge the images so the information can be read.

mill levy: Number of mills (one mill equals one-tenth of a cent) that is multiplied by the value amount (assessed or adjusted) of property to determine the amount of tax to be paid by the property owner.

mission statement: Concise expression of the library's purpose and service priorities.

MLA (Montana Library Association): State association with a membership composed of librarians from all types of libraries, trustees, friends and students. MLA's concerns are the welfare and professional development of its members, the advocacy of library needs and the assurance of open access to information for all Montana's citizens.

MLNCat: Online web-based portal providing access to virtual and actual Montana library catalogs as well as periodical databases and OCLC's WorldCat database.

MLS (Master of Library Science): Graduate degree from a library school or department.

Montana Library Certification Program: Program adopted by the Montana State Library Commission to encourage library directors, staff members and trustees to maintain, acquire and develop their skills and knowledge through basic and continuing education.

Montana Library Event Calendar: An online calendar listing upcoming library training events and activities to assist librarians and trustees with planning.

Montana Shared Catalog (MSC): A shared online catalog and circulation system hosted by Montana State Library composed of member libraries of all types from across the state.

Montana State Library Commission: Governing body for Montana State Library. The governor appoints five members and two members are designees from the Office of Public Instruction and the Commissioner of Higher Education. Refer **MCA 22-1-101**.

MPLA (Mountain Plains Library Association): Eleven-state association, including Montana, which seeks to improve present and future library services throughout the region.

multijurisdictional library: Library operated jointly by two or more units of local government under an interlocal agreement that creates a jointly appointed board or similar means of joint governance. Distinguished from a library that contracts to serve other jurisdictions. Refer **MCA 7-11-1101**.

multitype library system: Cooperative system in which two or more types of libraries—academic, public, school, special, institutional—participate.

municipal library: See *city library*.

National Library Service (NLS) for the Blind and Physically Handicapped: Division of the Library of Congress, NLS offers free recorded and Braille-embossed books and magazines to individuals with visual and other physical conditions limiting use of regular printed materials. Montana State Library's Talking Book Library serves as a regional library for Montana.

network: Structured arrangement for connecting devices such as computer terminals or libraries for the purpose of communications, information exchange or cooperative services. A network can be local, regional, national or international.

NRIS (Natural Resource Information System): Division of Montana State Library, NRIS was established in 1985 to identify and acquire Montana's natural resource information and to provide a clearinghouse for this information.

objective: Measurable result to be achieved in a specific time period, used in library planning; for example, to increase the circulation of large print books by 25 percent during the next year.

OCLC (Online Computer Library Center): Nonprofit library service and research organization located in Dublin, Ohio, used by libraries to catalog library materials, arrange interlibrary loans and maintain location information on library materials. In Montana, many libraries of all types use the OCLC bibliographic database for cataloging, interlibrary loan and reference. See also *WorldCat*.

online search: Literature search of databases through a computer, usually performed by an online searcher as part of a reference service.

OPAC (Online Public Access Catalog): Automated catalog providing patron access through computers. See also *PAC*.

output measures: Measurements that reflect the results or outcomes that measure a library's performance. Examples of useful output measures for public libraries include title fill rate, subject fill rate, turnover rate, document delivery rate, in-library use, circulation, number of visitors, etc.

outreach programs: Programs provided by a library to people who are unable to use the library directly because of geographical, physical, mental or legal restrictions. Examples include service to nursing homes and institutions, bookmobile services, books-by-mail to the geographically remote and service to the homebound.

PAC (Public Access Catalog): User-friendly computer terminal that permits patron access to an automated library catalog. See also *OPAC*.

paraprofessional staff: Library employees without professional certification or entrance-level educational requirements but who are assigned supportive responsibilities at a high level and who commonly perform their duties with some supervision by a professional staff member.

performance appraisal: Process of evaluating the performance and behavior of employees individually in their positions to assess training needs and determine eligibility for retention, salary adjustments and promotion.

periodical: Type of serial publication that is issued regularly, each issue of which is numbered and dated consecutively and contains separate stories, articles and other writings.

PLA (Public Library Association): Division of the American Library Association.

PNLA (Pacific Norwest Library Association): Seven-member regional library association promoting regional library activities and cooperation among five states including Montana, and two Canadian provinces.

policy: Written statement passed by formal motion of the board of trustees which gives general guidelines for making decisions in the administration of the library.

processing: Process for preparing books and other materials for use by the public; may include cataloging, preparation of cards, attaching book pockets and protective covers, etc.

professional staff: Persons whose regular assignment requires either a college degree or experience of such kind and amount as to provide a comparable background.

public library: Any library that provides general library services to all persons in a given community, district, or region, and is supported mainly by local taxes. Refer **MCA 22-1-301**.

reference collection: Collection of books and other materials used for supplying authoritative information on identifying sources; kept together for convenience in providing information service and generally not allowed to circulate. Reference materials include abstracts, almanacs, bibliographies, dictionaries, directories, encyclopedias, indexes, statistical compendia, union catalogs, yearbooks, etc.

resource sharing: Cooperative arrangement among libraries to make available the resources of a library for use by the patrons of another library, usually through interlibrary loan or reciprocal borrowing. See also *ILL*.

retrospective conversion: Conversion of information from traditional card catalog cards to an electronic format. "Recon" is most often undertaken in preparing for installation of a local automated system or for a cooperative resource-sharing project.

RFP (request for proposal): Document issued to advertise for vendor proposals, equipment and software. Usually the RFP contains detailed specifications of the goods or services wanted.

school library: Library in an elementary, secondary or combined public school where a collection consisting of a full range of media, associated equipment and services from the school library staff are accessible to students, teachers and staff.

school/public library: Library serving as both a school media center and public library which is governed, funded and operated by one or more legally constituted administrative jurisdictions. School/public libraries are created by an interlocal agreement signed by two legal jurisdictions.

selection: Process of choosing the books and other materials to be purchased by a library.

serial: Any publication (periodicals, newspapers, annuals, journals, transactions of societies, numbered monographic series, etc.) issued in successive parts and bearing numerical or chronological descriptions.

service area population: Number of people in the geographical area for which a public library has been established to offer services and from which the library derives income, plus any areas served under contract.

shelflist: Type of catalog or inventory of items as they appear on the library shelf, that is, by classification number.

special library: Library which serves a special purpose or clientele and is maintained by an association, government service, research institution, learned society, museum, business firm, industrial enterprise or other organized group. The greater part of a special library collection is limited to materials concerning a specified field or subject.

staff development: Sustained effort to improve the overall effectiveness of personnel in the performance of their duties. See also *CE*.

standards for libraries: Guidelines or criteria developed at state and national levels requiring certain minimal standards deemed essential for proper operations of libraries. Montana Public Library Standards are approved and enforced by the Montana State Library Commission.

talking book: Book that has been recorded on record or tape for use by visually and physically impaired individuals.

TBL (Talking Book Library): Department of Montana State Library that provides free equipment and materials to Montana citizens who are visually or physically impaired. TBL is funded by Library Services and Technology Act (LSTA) funds. TBL materials are provided by the Library of Congress or are recorded by TBL volunteer readers.

technical services: All activities related to obtaining, organizing and processing library items, and maintaining them with repairs and renovation.

union catalog: Central catalog listing of library materials located in various libraries with individual library holdings indicated. The catalog may exist in a variety of formats.

Web or www (World Wide Web): One part of the Internet in which information is presented as text, graphics and multimedia. The user accesses and views a web page with a web browser such as Internet Explorer or Netscape Navigator. The user can navigate around a web page and /or view additional information on other web pages by clicking on text or graphics known as hyperlinks.

weeding: Part of collection management that selects library materials to be discarded or transferred to storage, based on standards of use, currency, condition and community needs.

Wired-MT: Electronic mail list used by Montana librarians to share information by posting e-mail messages that are automatically distributed to participating libraries statewide.

WorldCat: OCLC's web-based database that subscribing libraries can use for cataloging, reference and resource sharing.

Z39.50: Standards protocol, which gives library users easy access to another library's automated system. The benefits of Z39.50 are that the interface is controlled by the user's system. Familiar search strategies and cursor commands are available, and the computer, rather than the user, translates between local and remote machines.

Appendix B. Public Library Standards

SUBSTANTIVE RULES 10.102.1150
10.102.1150 PUBLIC LIBRARY STANDARDS (REPEALED) (HISTORY: REP, 2006 MAR p. 1561, Eff. 6/23/06.)

10.102.1150A PUBLIC LIBRARY STANDARDS: GENERAL

(1) Public libraries receiving state payments must meet the following essential standards by July 2007 and each year following.

(2) General essential standards for public libraries are as follows:

(a) The library is established under Montana's laws according to 22-1-301 through 22-1-317, 22-1701 through 22-1-1711, or Title 7, MCA.

(b) The board conforms to all applicable state, local, and federal laws, rules, and regulations.

(c) Monthly, or at least quarterly, library board meetings are held in an accessible location at times and a place convenient to the public and according to state laws on public meetings.

(d) The library submits the Montana Public Library Annual Statistical Report to Montana state library.

(3) General enhanced standards for public libraries are as follows:

(a) In order for the board to be knowledgeable about current library issues, new board members receive an orientation by the library director and/or others.

(b) On an annual basis, board members report on how they have promoted and supported the library, its programs, and services.

(c) Library board meetings are held every other month.

(4) General excellent standards for public libraries are as follows:

(a) The library provides for continuing education for its trustees by allocating funds to support continuing education costs, including travel expenses.

(b) At least two members of the library board will attend a regional or statewide library related activity each year.

(c) Board members will discuss library issues with local government officials at least twice a year, and state and/or national government officials at least once a year.

(d) Every three years, the board will review, evaluate, and compare its own governance structure with different governance structures for the library. This includes districting, county library systems, etc.

(e) At least three library board members join any professional library association and dues are paid by the library.

AUTH: 22-1-103, MCA. IMP: 22-1-103, 22-1-326, 22-1-327, 22-1-328, 22-1-329, 22-1-330, 22-1-331, MCA

10.102.1150B PUBLIC LIBRARY STANDARDS: POLICIES AND BYLAWS

(1) General essential standards for public libraries are as follows:

(a) Every three years, the board reviews and updates its bylaws as necessary.

(b) The board develops, studies, evaluates, reviews, updates, and adopts as necessary all library policies at least once every three years. When the board reviews library policies, the policies' effect on the library's relations with the public are evaluated.

(c) The public must have easy access to written policies, procedures, and bylaws.

AUTH: 22-1-103, MCA. IMP: 22-1-103, 22-1-326, 22-1-327, 22-1-328, 22-1-329, 22-1-330, 22-1-331, MCA

10.102.1150C PUBLIC LIBRARY STANDARDS: PLANNING AND EVALUATION

(1) General essential standards for public libraries are as follows:

(a) The board uses the Montana Public Library Annual Statistical Report to review the library's year-to-year progress and performance.

(b) The library must have a written mission statement.

(c) The library governing authority adopts emergency response plans that ensure the safety of the public and staff as the primary priority.

(2) General enhanced standards for public libraries are as follows:

(a) The library has a written three to five year long-range plan, and reviews it annually. The long-range plan addresses services, facilities, public relations, technology, etc.

(b) The board evaluates the library's performance against the stated objectives in the long-range plan.

(c) The library must have a vision statement.

(3) General excellent standards for public libraries are as follows:

(a) Community representatives, the board, and the director develop a long-range plan for the library.

(b) At least every five years, the library conducts community studies and makes use of other needs assessment techniques to ensure community participation in the design and delivery of library service.

AUTH: 22-1-103, MCA. IMP: 22-1-103, 22-1-326, 22-1-327, 22-1-328, 22-1-329, 22-1-330, 22-1-331, MCA

10.102.1150D PUBLIC LIBRARY STANDARDS: FINANCE

(1) General essential standards for public libraries are as follows:

(a) The board and the director follow fiscal procedures consistent with state law and local government requirements in preparing, presenting, and administering its budget.

(b) Local tax revenues provide at least 50% of the support for the library. Grants, donations, and other revenue sources supplement but do not supplant local tax support.

(c) The director works with the board to develop an annual financial plan or budget.

(d) The board and the director annually review the adequacy of insurance coverage for the collection and building, and update the coverage as necessary.

(2) General enhanced standards for public libraries are as follows:

(a) The library sets aside money in a depreciation fund to meet requirements for capital expenditures.

(b) Local tax revenues provide at least 60% of the support for the library. Grants, donations, and other revenue sources supplement but do not supplant local tax support.

(3) General excellent standards for public libraries are as follows:

(a) The library has established a foundation or endowment.

(b) The foundation board and/or the library board develops a plan for planned giving.

(c) The foundation board and/or the library board establishes a policy regarding the acceptance of gifts of real and personal property, endowment funds, and planned giving.

(d) The library has a Friends of the Library organization.

(e) Local tax revenues provide at least 70% of the support for the library. Grants, donations, and other revenue sources supplement but do not supplant local tax support.

AUTH: 22-1-103, MCA. IMP: 22-1-103, 22-1-326, 22-1-327, 22-1-328, 22-1-329, 22-1-330, 22-1-331, MCA

10.102.1150DE HUMAN RESOURCES STANDARDS: LIBRARY DIRECTOR

(1) General essential standards for public libraries are as follows:

(a) The board hires the director according to local, state, and federal regulations and delegates the day-to-day management of the library to the director.

(b) The board evaluates the performance of the director annually.

(c) Each public library has a paid director who is responsible for the administration of library services.

(d) Libraries that serve more than 25,000 people employ a library director with a graduate degree in library or information science or its equivalent.

(e) Libraries that serve less than 25,000 people employ a library director who is or will be within three years of hire certified by the state library.

(2) General enhanced standards for public libraries are as follows:

(a) The director conducts a formal performance appraisal of each staff member at least annually.

(b) The library director informs the board of pending legislation that affects libraries on the local, state, and national levels.

(c) The library director reviews and updates procedures every three years.

(d) The library director must join the state library association.

(3) General excellent standards for public libraries are as follows:

(a) The library director provides a climate that encourages development of innovative programs and projects by providing at least three informal staff discussions about innovative programs or opportunities.

(b) The director keeps the community and funding officials aware of the library's purpose, planning, and services through the use of newspaper articles, websites, radio programs, attending meetings, etc.

(c) The director forms collaborative partnerships with other agencies and organizations in the library's service area.

(d) Libraries that serve less than 25,000 people employ a library director who has an AA/AS or higher degree.

(e) In addition to the library director's annual evaluation, the library director is evaluated every three years by the board with the input of staff, library users, and/or library nonusers.

AUTH: 22-1-103, MCA. IMP: 22-1-103, 22-1-326, 22-1-327, 22-1-328, 22-1-329, 22-1-330, 22-1-331, MCA

10.102.1150F HUMAN RESOURCES STANDARDS: GENERAL

(1) General essential standards for public libraries are as follows:

(a) The library board provides continuing education for the director and staff members by allocating funds to support continuing education costs, including travel expense and salary.

(b) Paid staff persons are present during 90% of all open hours.

(c) The board must adopt and review a personnel policy every three years.

(d) The library maintains written, up-to-date job descriptions.

(e) All libraries must have internet access for staff.

(2) General enhanced standards for public libraries are as follows:

(a) Volunteer programs have written policies, procedures, and job descriptions.

(b) Every staff member attends at least one continuing education eligible training program per year.

(c) Appropriate library staff have e-mail accounts available for communication and professional development.

(d) There is at least one personal computer for staff use only.

(3) General excellent standards for public libraries are as follows:

(a) Regardless of population, total library staff is not less than one full-time employee.

(b) The library board encourages and supports staff involvement in community organizations and activities.

(c) Employees have access to health insurance and retirement through the public library.

AUTH: 22-1-103, MCA. IMP: 22-1-103, 22-1-326, 22-1-327, 22-1-328, 22-1-329, 22-1-330, 22-1-331, MCA

10.102.1150G HUMAN RESOURCES STANDARDS: ACCESS

(1) General essential standards for public libraries are as follows:

(a) The board and the director determine the days of the week and the hours during the day to be open to provide maximum service.

(b) The library is open during the week at least the following minimum hours. Many libraries exceed this minimum because the community, the board, and the director recognize that the number of hours of public service leads to greater use by the public. A library with more than one service outlet may use the total nonoverlapping hours of all outlets to meet the minimum requirement.

Population	*Minimum*	*Desirable*
less than 3,500	15	25-40
more than 3,500	30	40-50
more than 10,000	40	50-60
more than 25,000	50	60+

(c) Library users who wish to copy materials available from noncirculating items or from computer files must have access to a photocopy machine or printer.

(d) The library must have a telephone and answer telephone inquiries.

(e) The library must provide access to resources and services for patrons with disabilities.

(2) General enhanced standards for public libraries are as follows:

(a) Library customers are able to access library information from remote locations.

(b) When necessary, the library refers customers to other places to fulfill the customer's information needs.

(3) General excellent standards for public libraries are as follows:

(a) The library provides appropriate access to library services for specialized populations, including, but not limited to, the homebound, the institutionalized, and non-English speaking populations.

AUTH: 22-1-103, MCA. IMP: 22-1-103, 22-1-326, 22-1-327, 22-1-328, 22-1-329, 22-1-330, 22-1-331, MCA

10.102.1150H MATERIALS AND COLLECTIONS STANDARDS: COLLECTION DEVELOPMENT

(1) General essential standards for public libraries are as follows:

(a) The board adopts a collection management policy that it reviews every three years. The policy addresses the use of electronic resources. The library submits its collection development policy to the Montana state library.

(b) The board and the director develop an annual materials budget as part of the library budget.

(c) The library uses at least one professionally recognized review source.

(d) The library provides access to federal, state, and local government documents that are appropriate to its community.

(2) General enhanced standards for public libraries are as follows:

(a) The library cooperates with other community institutions to plan and implement access to electronic resources.

(b) The library provides access to materials for those with disabilities and others who may have special needs.

(c) The library is on the collection management honor roll.

(3) General excellent standards for public libraries are as follows:

(a) The library cooperates with other local and regional libraries in collection development to provide a wide range of materials in a variety of formats to meet the needs of the community.

AUTH: 22-1-103, MCA. IMP: 22-1-103, 22-1-326, 22-1-327, 22-1-328, 22-1-329, 22-1-330, 22-1-331, MCA

10.102.1150I PUBLIC LIBRARY STANDARDS: ACCESS TO THE COLLECTION

(1) General essential standards for public libraries are as follows:

(a) Materials are purchased to ensure a steady flow of materials for the public.

(b) The library catalogs and organizes its collection according to standard cataloging and classification systems and procedures. Automated records comply with the machine-readable catalog (MARC) format.

(c) The library offers interlibrary loan and follows the Montana state interlibrary loan protocols.

(2) General enhanced standards for public libraries are as follows:

(a) The library uses an online interlibrary loan system.

(b) The library has an automated system for circulation, cataloging, and public access catalogs that has reporting features and supports MARC records.

(3) General excellent standards for public libraries are as follows:

(a) The library collection is available online.

(b) The library, if appropriate, has joined a shared integrated library system, also known as a shared catalog.

AUTH: 22-1-103, MCA. IMP: 22-1-103, 22-1-326, 22-1-327, 22-1-328, 22-1-329, 22-1-330, 22-1-331, MCA

10.102.1150J PUBLIC LIBRARY STANDARDS: COLLECTION EVALUATION

(1) General essential standards for public libraries are as follows:

(a) The library's collection is continually evaluated based on the library's collection management policy. The entire collection is evaluated within each three-year period.

(2) General enhanced standards for public libraries are as follows:

(a) The library monitors the use of the collection through analyzing statistical information, including circulation per capita and the collection's turnover rate.

AUTH: 22-1-103, MCA. IMP: 22-1-103, 22-1-326, 22-1-327, 22-1-328, 22-1-329, 22-1-330, 22-1-331, MCA

10.102.1150K PUBLIC LIBRARY FACILITIES STANDARDS

(1) General essential standards for public libraries are as follows:

(a) The board and the director evaluate the library building every three years to determine adequate space needs.

(b) The board and the director address any identified facility shortcomings in a building plan.

(c) The library facility is safe for the public and staff.

(d) The library's facilities conform to local requirements for accessibility.

(2) General enhanced standards for public libraries are as follows:

(a) The library has an exterior sign visible from the nearest roadway that identifies it as the library.

(b) The library has a public meeting area available.

(c) The library facility is evaluated for accessibility.

(3) General excellent standards for public libraries are as follows:

(a) The library has adequate, well-lit parking.

(b) The library's facilities conform to federal requirements for accessibility.

AUTH: 22-1-103, MCA. IMP: 22-1-103, 22-1-326, 22-1-327, 22-1-328, 22-1-329, 22-1-330, 22-1-331, MCA

10.102.1150L PUBLIC LIBRARY PUBLIC RELATIONS STANDARDS

(1) General essential standards for public libraries are as follows:

(a) The library cooperates in state, regional, and national efforts to promote library services.

(b) The library uses basic PR/marketing tools such as brochures, flyers, bookmarks, newspaper, radio, TV, public service outlets, websites, story times, displays, and programs in the library.

(2) General enhanced standards for public libraries are as follows:

(a) The library targets special groups within the community for programs or services (seniors, ethnic populations, etc.)

(b) Funds are budgeted for publicity either by the library and/or the Friends of the Library.

(c) Staff and board are encouraged to bring the library's message to the community at appropriate venues.

(3) General excellent standards for public libraries are as follows:

(a) The library allocates funds for public relations, has a community awareness program, and actively promotes its mission.

(b) The library conducts a community assessment to evaluate the library's marketing efforts.

(c) The library establishes or works with existing community advisory groups to encourage community involvement and improve service. Examples of such groups include youth, seniors, genealogy, local history, and other identified segments of the population.

(d) The library has a Friends of the Library organization.

(e) The library maintains an up-to-date webpage.

AUTH: 22-1-103, MCA. IMP: 22-1-103, 22-1-326, 22-1-327, 22-1-328, 22-1-329, 22-1-330, 22-1-331, MCA

10.102.1150M PUBLIC LIBRARY SERVICES STANDARDS

(1) General essential standards for public libraries are as follows:

(a) On an annual survey, library customers indicate that they have received courteous and helpful service from all library staff.

(b) The library uses comparative statistics, annual surveys, or other methods to evaluate the services offered.

(c) The library offers programming for children and adults.

(d) The library has policies and/or procedures for services provided.

(e) The Library programming is free and open to all.

(f) The library must make every effort to maintain confidentiality of library records as addressed in 22-1-1103, MCA.

(g) Core library services as defined by the local community and library are provided all hours the library is open. Examples include lending circulating materials, reference, and interlibrary loan.

(2) General enhanced standards for public libraries are as follows:

(a) The library provides information about the community to customers.

(b) The library offers programming for children, adults, and young adults.

(c) The library offers or makes patrons aware of virtual reference services.

(3) General excellent standards for public libraries are as follows:

(a) The library collaborates with other community organizations and educational institutions to promote library services.

(b) The library provides library outreach services.

(c) The library has a Friends of the Library organization. (d) The library has wireless internet access for patrons.

AUTH: 22-1-103, MCA. IMP: 22-1-103, 22-1-326, 22-1-327, 22-1-328, 22-1-329, 22-1-330, 22-1-331, MCA

10.102.1151 CERTIFICATION STATEMENT

(1) The Montana state library will send a certification statement to public libraries each fiscal year.

(a) This statement will provide for a status report regarding each essential standard and will require the signature of the library director and the library board chair.

(b) The signed and dated certification statement will be returned to the state library by July 25th of each year.

AUTH: 22-1-103, MCA. IMP: 22-1-103, 22-1-326, 22-1-327, 22-1-328, 22-1,329, 22-1-330, 22-1-331, MCA

10.102.1152 DEFERRALS

(1) Any library may request a waiver from the state librarian in writing by July 25th of each year .

(a) The state librarian may grant a waiver of any of the standards in ARM 10.102.1150E if:

(i) through (b) remain the same.

(c) Any library may request a one-year extension of the waiver from the state librarian in writing by July 25th of each year. The library shall provide the state librarian with an updated compliance plan and a statement that the application of the standard will cause a hardship.

(d) remains the same.

(e) Any library that employs a director without a graduate degree in library or information science or its equivalent as of July 1, 2001 is exempt from ARM 10.102.1150E.

AUTH: 22-1-103, MCA. IMP: 22-1-103, MC

10.102.1153 FINAL ARBITER

(1) For any questions arising because of ARM 10.102.1151, 10.102.1152, 10.102.1154 through 10.102.1157, [10.102.1150A through 10.102.1150M, the final arbiter is the state library commission.

AUTH: 22-1-103, MCA. IMP: 22-1-103, MCA

10.102.1154 APPEALS PROCESS

(1) remains the same.

(a) Any public library shall have the right to appeal. The request for the appeal shall be made to the State Librarian at P. O. Box 201800, Helena, MT 59620-1800 (406) 444-3115) within 12 working days of the receipt of the letter denying payment.

(b) through (f) remain the same.

AUTH: 22-1-103, MCA. IMP: 22-1-103, 22-1-326, 22-1-327, 22-1-328, 22-1-329, 22-3-330, 22-1-331, MCA

10.102.1155 ANNUAL STATISTICAL REPORT

(1) The commission, in setting up minimum standards of free public library service and in certifying such libraries for state monies shall require the filing of an annual statistical report.

(a) This annual report may include such types of information as the Montana state library commissioners shall deem necessary.

(b) In no instance shall the commission require new cumulations of statistical data without providing to each affected public library, 60 days prior to the beginning of the period of which information will be collected, notice of the commission's intention to require such cumulations as part of the annual report. (History: Sec. 22-1-103, MCA; IMP, Sec. 22-1-103, 22-1-326, 22-1-327, 22-1-328, 22-1-329, 22-1-330 and 22-1-331, MCA; NEW, 1999 MAR p. 2626, Eff. 11/19/99.)

10.102.1156 EFFECTIVE DATE

(1) In order to give all public libraries time to meet these standards, ARM 10.102.1150A through 10.102.1150M will become effective on July 1, 2006.

(2) The effective date for certification requirement of ARM 10.102.1150A through 10.102.1150M is July 1, 2007.

AUTH: 22-1-103, MCA. IMP: 22-1-103, MCA

Appendix C: Calendar of Annual Events and Deadlines

Trustees can take part in numerous events, activities and continuing education (CE) opportunities. This calendar shows the typical schedule, as well as the timing for important Board decisions. Deadlines and specific Board duties are coded with a "B."

	Events and CE Opportunities	Deadlines
January	• American Library Association (ALA) midwinter conference	• Montana State Library (MSL) Library Directory distributed • MSL Public Library Annual Statistics distributed
February	• MSL Commission meeting • Montana Library Association (MLA) OFFLINE Interest Group retreat	• Complete preliminary budget (B)
March	• Public Library Association (PLA) conference (even-numbered years) • Spring Federation meetings	• Adopt preliminary budget (B)
April	• MLA annual conference • MSL Commission meeting • Spring Federation meetings	• MSL Collection Management Honor Roll announced • Submit preliminary budget to funding body (B)
May		• Director's evaluation (B) • Review library policies (B) • Federation plans of service due
June	• ALA annual conference • MSL Commission meeting • MSL Summer Institute • Association for Library Trustees and Advocates (ALTA) annual conference	• Close out budget for current year • Complete Board evaluation for past year (B) • Adopt and submit final budget for upcoming year (B)

	Events and CE Opportunities	Deadlines
July		• Interlibrary loan (ILL) reimbursement form due • Board orientation for new trustees (B)
August	• MSL Commission meeting • Pacific Northwest Library Association (PNLA) annual conference	• Approve and submit final annual report to governing body and MSL (B) • Governing body approves and adopts final budget (B)
September	• Fall Federation meetings • MSL fall workshop	• MSL Public Library Annual Statistics data due • State aid checks distributed • ILL reimbursement distributed
October	• Fall Federation meetings • Montana Education Association/ Montana Federation of Teachers (MEA/MFT) annual fall conference • MLA Academic/Special Library and Public Library Division retreat • MSL Commission meeting	• MSL Library Directory information due
November		• Federation annual reports due
December	• MSL Commission meeting	• Collection management policies due

For details about events listed, visit the online Montana Library Event Calendar: http:mtlib.org.

Appendix D. Freedom to Read Statement

The Freedom to Read Statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers. The statement was revised in 1972, 1991 and 2000. The ALA Council and the AAP Freedom to Read Committee adopted the following version on July 12, 2000. Numerous other organizations have also voiced their support for this statement.

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to avoid the subversion of politics and the corruption of morals.

We, as citizens devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow citizens.

We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they need the help of censors to assist them in this task. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a cre-

ative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings. The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox or unpopular with the majority.

   Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.

   Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.

   No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.

   To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves.

These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. It is not in the public interest to force a reader to accept with any expression the prejudgment of a label characterizing it or its author as subversive or dangerous.

   The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for the citizen. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.

   It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.

   The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all citizens the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

Index

Americans with Disabilities Act, 4-6

American Library Association, 1-4, 18-8
  ALA's ethics statement, 6-3

Board
  bylaws, 3-6
  chair, 3-3
  code of ethics, 4-5, 6-1
  continued learning, 1-4
  evaluation
    of director, 10-1
    self-assessment, 3-8
  liability, 4-10
  meetings
    agenda, 3-2
    Guidelines for Effective, Efficient Meetings, 3-4
    public participation and Montana Open Meeting Law, 3-4, 4-4
  orientation, 1-2
  roles and responsibilities
    Golden Rules for Board Members, 2-2
    overview, 3-1
    compared to director's roles and responsibilities, 3-7
    working with the director, 8-1
    working with the staff, 9-1

budget planning, 12-1

calendar of annual events and deadlines, Appendix C

children's rights, 5-3

collection management, 5-1

complaints, 5-2

confidentiality, 4-3, 4-9, 5-3

director
  hiring of, 7-1
  continuing education, 8-3
  evaluation of, 10-1
  roles and responsibilities compared to Board's, 3-7
  salary range and benefits, 7-2, 8-2

employment laws, 4-7

E-Rate, 4-7, 11-5

Ethics Statement for Public Library Trustees, 6-3

evaluation of
  Board self assessment, 3-8
  director, 10-1
  library, 15-6

federal law and libraries
  Americans with Disabilities Act, 4-6
  employment laws, 4-7
  Children's Internet Protection Act, 4-8
  Library Services and Technology Act, 4-7, 11-4
  Neighborhood Children's Internet Protection Act, 4-8
  Telecommunications Act of 1996 (E-Rate), 4-7, 11-5
  USA Patriot Act, 4-9
  U.S. Constitution and freedom to read, 5-1

federations, 4-4, 18-5
  map, 18-7

Freedom to Read Statement, 5-6, Appendix D

Friends of the Library, 17-1

Foundation Center, 11-6

foundations, 11-6, 17-2

funding
budgeting, 12-1
federal resources, 11-4
local resources, 11-1
state resources, 11-3
Coal Severance Tax, 11-4
Information Access Montana Act, 11-3, 4-2

glossary, Appendix A

Guidelines for Preserving Public Trust, 6-4

hiring the director, 7-1

How to Talk about the Library, 16-2

interlibrary loan reimbursement program, 4-2, 11-3

Institute of Museum and Library Services, 18-8

Library Bill of Rights, 5-5

Library Board Education Program, 1-4

library foundations, 17-2

Library Services and Technology Act, 4-7, 11-4

library staff, 9-1

marketing the library
planning, 16-1
politics, 16-7
publicity, 16-2
public relations, 16–3
Stategic Marketing Checklist, 16-8
What's Your Story?, 16-6

mill levies, 11-1

Montana laws and libraries
Administrative Rules of Montana, 4-1
Big Bill, H.B. 124, 4-4
children's rights, 5-3

Montana laws and libraries, *continued*
Coal Severance Tax, 11-4
Code of Ethics, 4-5, 6-1
Constitution of Montana, 4-1, 5-1
Direct State Aid to Public Libraries for Per Capita, 4-3
District Libraries, 4-3
Free Public Libraries, 4-1
Information Access Montana Act, 4-2
Library Federations, 4-4, 18-5
Library Records Confidentiality Act, 4-3
Montana State Library, 4-6
Montana State Library Commission, 4-5
Multijurisdictional Service Districts, 4-3
Open Meeting Law, 3-4, 4-4
Public Library Standards, 4-6, Appendix B
Reimbursement to Libraries for Interlibrary Loan, 4-2, 11-3

Montana Library Association, 1-4, 18-6

Montana Library Certification Program, 7-9

Montana Library Federations, 4-4, 18-5

Montana State Library
and Montana law, 4-6
calendar of events and deadlines, Appendix C
Digital Library, 18-4
Library Development Division, 18-2
Montana Library Directory, 18-1
organizational chart, 18-3
Talking Book Library, 18-4

Montana State Library Commission, 4-5, 18-2

Montana State Librarian, 18-2

Mountain Plains Library Association, 1-4, 18-6

orientation of Board members, 1-2

Pacific Northwest Library Association, 1-4, 18-8

planning
disaster, 15-5
facilities, 15-4
long-range planning process, 15-2
public relations, 15-5
technology, 15-4

policy
collection management policy, 5-1
confidentiality of records policy, 5-3
making policy, 14-2
public participation policy, 3-4
suggested list of policies, 14-4

public relations 16-3

Samples
budget planning calendar, 12-2
director evaluation forms, 10-7
mill levy timeline, 11-2
policy list for public libraries, 14-4
press release, 16-5
public participation policy, 3-5
request for reconsideration of library resources form, 5-4
strategic marketing checklist, 16-8

Telecommunications Act of 1996 (E-Rate), 4-7, 11-5

Trustee (also see *Board*)
advocacy in political arena, 16-7
appointment as per Montana law, 4-2
complaints, handling of, 5-2
code of ethics, 4-5, 6-1
job description, 2-3
orientation, 1-2
role and responsibilities
overview 2-
compared to director's roles and responsibilities 3-7
working with the director, 8-1
working with staff 9-1
How to Talk about the Library, 16-2

What's Your Story?, 16-6

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